Library Resources in Cedar Riverside:
An Action Plan for Bridging Library Resource Gaps in the Cedar Riverside Neighborhood

A Plan B Paper

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A special thank you to the residents of the Cedar Riverside neighborhood for welcoming us into the community and to Riverside Plaza Tenants Association and West Bank Community Coalition for partnering with us on this journey. It is our sincerest hope that this information leads to useful action.
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ACRONYMNRS

CHANCE: Cedar-Humphrey Action for Neighborhood Collaborative Engagement
CR: Cedar Riverside
CRFOL: Cedar Riverside Friends of Literacy
CRPLSA: Council of Regional Public Library System Administrators
HCL: Hennepin County Library System
MELSA: Metropolitan Library Service Agency
SALT: Somali Adult Literacy Training
RPTA: Riverside Plaza Tenants Association
WBCC: West Bank Community Coalition
EXECUTIVE SUMMARY

At a fall 2012 community forum conducted by Cedar-Humphrey Action for Neighborhood Collaborative Engagement (CHANCE) faculty and students, members of the Cedar Riverside community expressed a desire for greater access to library resources. Undertaking this project, CHANCE students partnered with the West Bank Community Coalition (WBCC) and the Riverside Plaza Tenants Association (RPTA) to develop actionable steps that will increase Cedar Riverside’s access to library resources.

To further refine the research question and needs of the community, CHANCE students worked in conjunction with several Cedar Riverside community members and leaders in the area to conduct four community meetings. The purpose of the meetings was twofold. First, because the way we view library resources may differ from the way others do, we sought to identify what and how the community viewed as library resources. Second, we sought to determine which resources the community desired greater access too. Coming out of these meetings we learned that while the community desired greater access to books, computers, and other resources (see Appendix B6 for full list), the overarching desire was for space. Specifically, many community members suggested the ideal outcome of this project would be a new library building in the Cedar Riverside neighborhood.

Given this theme of space, we explored the feasibility of building a new library in the area. Research into the laws and funding regulations surrounding public libraries, in addition to the specific process within Hennepin County concerning library renovations and funding, suggest that it is unlikely a new library will be built in Cedar Riverside. Therefore we focused our work on defining short-term solutions to address space issues.

We also explored partnership opportunities with many organizations, and compiled information on existing resources. Upon collecting this data we developed a strategic action plan and recommendations, including recommendations to:

- Create sustainable neighborhood capacity
- Improve access to current resources (i.e. promote use of Wilson Library resources)
- Mobilize Partnership Opportunities (i.e. strengthen ties with the Hennepin County Library (HCL) System)
- Open up Spaces in Cedar Riverside (to read and study, i.e. a reading room in the McKnight building)
• Increase community engagement in literacy (i.e. a Book Fair)
• Pursue the possibility of renovating Brian Coyle.

In sum, this project seeks to provide actionable, short-term steps that will address some of the library resource desires identified at community meetings.

INTRODUCTION

In the fall of 2012, CHANCE students and staff hosted a community forum outlining proposals for multiple neighborhood projects. Each project was designed by students, based on an understanding of community needs gained from attending community meetings and listening to a number of speakers on local issues. The idea for a library resource project emerged from a youth-council meeting attended by one of the students and was ultimately among the top two projects voted on by members of the community. The proposal was refined and incorporated into a memorandum of agreement (see Appendix A) with two community partners, the West Bank Community Coalition (WBCC) and the Riverside Plaza Tenants Association (RPTA).

The primary goal of this paper is to provide the Cedar Riverside community with an actionable set of recommendations that will help bridge library resource gaps identified at community meetings and in conversations with our community partners. Several other goals relate to this primary goal, including practicing effective community engagement and building personal relationships while strengthening the connection between the Humphrey School and the Cedar Riverside community.

BACKGROUND

Before delving into our methods and findings it is important to provide some context on the importance of libraries and the systems in which they operate. This background information provides important groundwork for the findings and analysis of the paper as well as justification for the project.

1. Value and Importance of Public Libraries

One can find little disagreement as to the value of public libraries. There have been numerous studies aimed at estimating the return on investment (ROI) for each dollar spent on libraries. This return on investment is based on a number of factors:

• The cost to taxpayers of purchasing or renting books, movies, music, internet access and meeting space, if these services were not available through a public library
• Lost use, that is, the loss of information that was accessed by some library users who would not have pursued the information they needed if a library was not available
• The value of goods and services contributed to the community via purchases by local libraries
• “Halo spending,” that is, – the money spent in the local community by library users during a trip to the library.

Table 1 highlights the ROI for twelve different public library systems. The mean ROI was $5.34, with the individual values ranging from $2.38 to $13.00. A study of the Hawaii Public Library System found that the library system saved each Hawaiian family $747 a year in services provided to residents by public libraries.¹ These services include materials use (books, magazines, newspapers, CDs, DVDs), reference service, Internet workstation use and library programs. In the absence of a public library, families would have to either pay for these services or do without them. In a low-income community it is usually the latter option.

Table 1. Return on Investment for Public Libraries (Compiled from META Project)²

<table>
<thead>
<tr>
<th>Study</th>
<th>Date</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Economic Impact of Public Libraries on South Carolina</td>
<td>2005</td>
<td>$4.48</td>
</tr>
<tr>
<td>Erie County Taxpayers: Your return on investment in the library</td>
<td>2007</td>
<td>$6.65</td>
</tr>
<tr>
<td>Carnegie Library of Pittsburgh: Community Impact and Benefits</td>
<td>2006</td>
<td>$3.00</td>
</tr>
<tr>
<td>Taxpayer Return-on-Investment (ROI) in Pennsylvania Public Libraries</td>
<td>2007</td>
<td>$5.50</td>
</tr>
<tr>
<td>The Economic Impact of Libraries in Indiana</td>
<td>2007</td>
<td>$2.38</td>
</tr>
<tr>
<td>Placing an Economic Value on the Services of Public Libraries in Suffolk County, New York</td>
<td>2005</td>
<td>$3.93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study</th>
<th>Date</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value for Money: Southwestern Ohio’s Return from Investment in Public Libraries</td>
<td>2006</td>
<td>$3.81</td>
</tr>
<tr>
<td>The Economic Contribution of Wisconsin Public Libraries to the Economy of Wisconsin</td>
<td>2008</td>
<td>$4.06</td>
</tr>
<tr>
<td>Public Libraries – a wise investment: A return on investment study of Colorado libraries</td>
<td>2009</td>
<td>$5.31</td>
</tr>
<tr>
<td>Economic Impact of the Hawaii State Library System on the Business and Tourism Industries Study</td>
<td>2003</td>
<td>$13.00</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>$5.34</td>
</tr>
</tbody>
</table>

However, the economic benefits of libraries are just one aspect of their value. Given that the Cedar Riverside neighborhood has a large immigrant population, the impact of libraries on immigrants is an important consideration. A report co-authored by the U.S. Citizenship and Immigration Services notes “public libraries in the United States have a long tradition of providing resources and education to immigrants.”³ A local library could be a useful resource for residents seeking to assimilate into a new culture. Libraries can also be a key element in encouraging increased civic engagement in immigrant communities by serving as a “bridge for civic and community connections by offering a range of easily-accessible services and opportunities for diverse populations.”⁴

In a soft economy trying to pull out of a deep, long-lasting recession job services are a vital resource and may be found at many libraries. Libraries can assist with the job search process in a number of ways:

- 77.5 percent of libraries help people create resumes
- 84.1 percent of libraries report that providing employment services is important to their communities
- 92.2 percent of libraries help people access online job databases and resources

7 percent of libraries help people apply for jobs online.\textsuperscript{5}

Libraries, in the form of business information services, can also help fulfill information needs for small businesses.\textsuperscript{6} Notably, most new jobs are created by small businesses, and while a key element in the success of these businesses is information, newly created businesses are seldom in a position to fulfill all their information needs.\textsuperscript{7}

While research on the ways libraries impact education is very limited, it is intuitive that access to library resources will improve educational outcomes. Moreover, a study investigating access to books as a strategy for addressing summer reading setback found that students with access to books over the summer produced results on a reading test equal to that of students attending summer school.\textsuperscript{8}

Yet libraries no longer hold a monopoly on information provision. With the advent of the Internet, one article noted that many people turn to books for their “physicality” rather than simply the information within them.\textsuperscript{9} This is not to say that new technologies are making libraries obsolete; on the contrary, libraries are more important than ever. The enduring value of libraries is that they offer a large number of resources in one location, some of which are not accessible online. The Internet does not offer the range of reading material available at a library, nor does it offer personal help from library staff, in-person library programs and community meeting spaces.

However, it does appear as though the central definition of libraries may be changing, leading to changes in the ways communities provide library services. Most notably, many communities have moved away from maintaining large library buildings housing thousands of books. Instead, satellite libraries, such as bookmobiles and other creative “Pop-Up” Libraries, are becoming more common as ways to maintain the tradition of reading a physical book (wherein one has to physically turn a page rather than swipe an iPad). Still, it is important to note that Satellite libraries are just one of many ways to help communities increase their access to library resources.

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\textsuperscript{7} Ibid.


It is also important to note that improving access to and use of library resource materials does not automatically lead to enhance outcomes in childhood education. In this regard parent engagement is vital. As one article found, detailing the differences in outcomes between two libraries serving disparate populations (one wealthy and one poor) in the same town, even if materials are accessible “equal community based resources do not create equal opportunity.” In essence the article summarized that the relationship between access to library resources and outcomes is a complex issue and several aspects should be considered, access is just one element.10 The article also listed some suggestions for improving opportunity that included parent involvement training. Notably, one of the library resources listed by Cedar Riverside residents at community meetings included parenting classes (see Appendix B6).

2. Library Laws: Understanding the System that Governs Libraries

The question of how to obtain greater access to library resources (in order to produce the outcomes outlined above) is embedded in a larger, somewhat complex system governed by national, state and local laws. At the national level libraries are governed by the Institute of Museum and Library Services (IMLS), an independent federal agency established in 1996 by combining the Institute of Museum Services and the Library Programs Office (formerly part of the Department of Education).11 IMLS is charged with researching ways to “extend and improve the Nation’s museum, library, and information services.”12

The Library Services and Technology Act (LSTA), created as part of the same act that created IMLS, details the federal funding guidelines for libraries.13 It is also “the only federal program exclusively for libraries.”14 The funding is administered to the states by IMLS, 96 percent of which must be used to expand library services and programs. This includes

12 Ibid.
expanding services to diverse groups and to underserved urban and rural areas, such as to children from families under the poverty line. As the Cedar Riverside neighborhood is a diverse population with many families under the poverty line, increasing community access to libraries in this neighborhood would be compatible with the stated objectives of this statute.

Figure 1. Library System Hierarchy

In fiscal year 2010, Minnesota received just under $3 million from IMLS. To place this in perspective, total operating expenditures for Minnesota regional public library systems in

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15 The statute also outlines a program to increase diversity among librarians in the 21st Century. Entitled the “Laura Bush 21st Century Librarian Program,” it gives the director authority to enter into various contracts with the purpose of increasing enrollment in and improving graduate programs for training librarians. The program also seeks to promote the library and information sciences among middle school and high school students, seeking out individuals who show promise for working in the field. Notably, improving Cedar Riverside’s access to library resources aligns well with the objectives of this goal, especially concerning the desire to increase diversity in this field.


16 According to the U.S. Census Bureau, in 2010, 51 percent of the Cedar Riverside resident’s income fell below the poverty line.


2010 totaled just over $209 million. Last year, the IMLS decreased the amount of funding it provided to Minnesota, allotting the state $2.7 million. These funds were dispersed through a competitive grant program based on the state’s LSTA Five-Year Plan for 2008-2012, approved by the State Library Advisory Council. (Notably, it appears that the most recent data from the IMLS regarding specific use of funds in Minnesota is for 2003-2006.) As the IMLS is required to work collaboratively with states, many of the actual decisions regarding the dispersal of federal funds rest with the State Library Agency (State Library Services of Minnesota) and other local government offices.

Minnesota Statute also refers to collaboration between library systems. The seven multi-type library systems and twelve regional systems embody this notion. Multi-type systems seek to promote cooperation among the various types of libraries, from public and academic libraries to special libraries in government and healthcare. The twelve Regional Public Library Systems, according to the Council of Regional Public Library System Administrators (CRPLSA) website, are each charged with delivering library services. Hennepin County is part of the Metropolitan Library Service Agency (MELSA) regional system, which is comprised of eight County Library Systems (see Figure 1).

The Cedar Riverside neighborhood is primarily served by the HCL system, which recently merged with the Minneapolis Library System. The HCL system now serves 1.2 million

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21 LSTA outlines two broad funding priorities, “1. Programs that make library resources more accessible to urban and rural localities, special needs populations and to others who have difficulty using library services due to but not limited to geographical, socio-economic and infrastructure barriers; and, 2. Activities using technology, electronic information gathering and dissemination of information and information sharing among libraries and between libraries and other communities to meet the ever increasing knowledge based needs of the library end-user.” “Library Services and Technology Act,” Minnesota Department of Education, accessed May 1, 2013, http://www.education.state.mn.us/MDE/StuSuc/Lib/StateLibServ/LSTA/.
22 Operates under the governance of the Department of Education (MDE).
residents and boasts 41 branches. While not every resident has a library card, those who do (about 7 out of 10 residents) appear to be quite active; in 2011 they visited the library on aggregate about 5.8 million times.\textsuperscript{26} Furthermore, the website recently received over 20 million hits, and the amount of materials checked out annually continues to grow. Currently, total revenue and expenditures for HCL is becoming a smaller percentage of the Hennepin County budget as a whole, though overall the library budget increased from $69.2 million in 2011 to $69.9 million in 2012.\textsuperscript{27}

Notably, working in the Cedar Riverside neighborhood to increase access to library resources aligns well with many of the goals outlined in the HCL strategic plan. For example, the 2011-2025 HCL strategic plan states one of its main goals is to "[r]emove barriers to information and content".\textsuperscript{28} Other goals include:

- Delivering “relevant patron services,” such as providing community based services
- Expanding “community engagement and collaborations”
- Developing more “physical and virtual services” to support accessibility, such as “kiosks, co-locations, partnerships and virtual opportunities” and
- Building "staff confidence and commitment to innovation, creativity and diversity,” which includes valuing "diversity and inclusion.”\textsuperscript{29}

In seeking to strengthen partnerships between the community and HCL, members of the Cedar Riverside Community may continue conversations that are in progress (for example, Brian Coyle serving as a drop off and pick up location for books, see Strategic Action Plan, part c and Table 7, “Book Drop Box”) and strengthen their case by referencing the above highlighted goals.

**METHODS**

One of the primary methods used to conduct our research was a literature review, which provided much of the above background information. Other methods included community meetings and interviews.

The community meetings served to clarify the research question and determine the specific needs of the community concerning library resources. Based on the premise that


\textsuperscript{27} “2012 Libraries Operating Budget: $69.9 million,” Hennepin County, accessed May 1, 2013, http://www.hennepin.us/portal/site/HennepinUS/menuitem.b1ab75471750e40fa01dfb47ccf06498/?vgnextoid=86e32b63509c4310VgnVCM10000099fe4899RCRD.


\textsuperscript{29} Ibid.
community-based research (CBR) is centered on working collaboratively with community members toward “social action for the purposes of achieving social change and social justice,” we sought to elicit meaningful dialogue with community members regarding library resources.\textsuperscript{30} It is important for the reader to note that these meetings do not provide definitive conclusions regarding community wants and needs as a whole.\textsuperscript{31} Rather, the meetings served to alert the community to the project and provided the team with important information. We applied the idea that “whoever comes are the right people,” emphasizing the importance of the quality of the interactions and conversations.\textsuperscript{32} (See Appendix B1 for more details on the meeting design and other aspects concerning community meetings.)

The information provided during the community meetings guided the team throughout the remainder of the project. In order to better understand the gaps between existing library resources and library resource needs (given the needs expressed at the community meetings) the team conducted an in-depth literature review, several interviews, and compiled information on existing resources. (See Appendices B, C, and D for more detailed information on these methods).

FINDINGS

1. Community meetings

The team conducted four community meetings. The target audience for three of the meetings was anyone living in the Cedar Riverside Neighborhood. One meeting was reserved specifically for youth. The choice of these groups as target audiences was intentional. Homogeneity in group discussions such as these allows people to find a common ground, which promotes greater sharing of insights. In this particular context, homogeneity refers to the fact that the participants have something in common that relates to the topic of conversation.\textsuperscript{33}

For each meeting refreshments and light snacks were offered. Large sticky notes and makers were provided for attendees to write any comments they did not feel comfortable sharing in front of a large group. The agenda for the evening was written on a large piece of paper and posted on the wall. We arranged the seating in a circle in order to indicate that everyone’s views and opinions are equally important and welcomed.\textsuperscript{34} Attendance ranged from

\textsuperscript{31} Based on statistical theory scientific conclusions require a random sample of community member participants.
seven to twelve, with ages ranging from those in elementary school to those in retirement.\footnote{In a strange twist of fate, the night that our first community meeting was scheduled the recently elected President of Somalia visited Minneapolis, giving approximately 24 hours notice before he arrived. Thus, as many of the residents of Cedar Riverside Plaza are Somali, many of the people that our community partners were sure planned on attending our meeting were whisked away to see the president (some in support, some in protest).} Finally, as many community members do not speak English, each meeting was conducted in both Somali and English (community partners served as translators).

**Figure 2. Community Meetings**

![Community Room in Riverside Plaza. Below, Brian Coyle Community Center. Photos taken at community forums held in February 2013.](image)

When conducting focus groups, standard practice is to hold three or four meetings with each type of participant, in this case, community members at large and youth.\footnote{In a strange twist of fate, the night that our first community meeting was scheduled the recently elected President of Somalia visited Minneapolis, giving approximately 24 hours notice before he arrived. Thus, as many of the residents of Cedar Riverside Plaza are Somali, many of the people that our community partners were sure planned on attending our meeting were whisked away to see the president (some in support, some in protest).} Though our
project did not conduct that many focus groups, theoretical saturation was achieved, for by the third focus group the same patterns and information surfaced from the participants. First, we asked participants to describe what “library resources” meant to them. This included a wide range of responses, from the obvious like books and study space, to things like parenting classes. (For complete transcribed notes from the community meetings, see Appendix B5; for the community description of library resources, see Appendix B6.) Next, we asked the community how they access (or reasons why they do not access) library resources, followed by a question on which resources they would like to have easier access to (see Table 2 for a summary of what the community described as community needs).

Table 2. Community Defined Needs

<table>
<thead>
<tr>
<th>Need</th>
<th>Reason</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe access</td>
<td>• Space that can be accessed at any time of day without danger</td>
<td>• Offer more library resources in the CR neighborhood</td>
</tr>
<tr>
<td></td>
<td>• Too far for younger people to go on their own</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Too far for newcomers</td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td>• Many families are poor, single-parent households who have little time</td>
<td>• A trusted adult can take a group of children</td>
</tr>
<tr>
<td></td>
<td>to take their children to the library</td>
<td>• Partner with organizations already doing this and invite them to spaces in CR</td>
</tr>
<tr>
<td></td>
<td>• Cost of transportation</td>
<td>• Bookmobile</td>
</tr>
<tr>
<td></td>
<td>• Hours of operation</td>
<td></td>
</tr>
<tr>
<td>Exposure</td>
<td>• At a library children would be exposed to the English language, to</td>
<td>• Teachers from the Community School take a group of students to the Central Library every 3 weeks</td>
</tr>
<tr>
<td></td>
<td>resources, and to an environment outside the neighborhood</td>
<td>• ESL classes</td>
</tr>
<tr>
<td></td>
<td>• Children need to learn how to behave in a library at an early age</td>
<td></td>
</tr>
<tr>
<td>Preservation of culture</td>
<td>• East Africans don’t have a place in MN where their language and culture can be maintained</td>
<td>• Somali language classes for adults and children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Intergenerational activities</td>
</tr>
<tr>
<td>Study Space</td>
<td>• RPTA resource center is only for kids 18+</td>
<td>• Must have rules (behavior)</td>
</tr>
<tr>
<td></td>
<td>• Many people in a 2-bedroom</td>
<td>• Allow for privacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have a system of computers</td>
</tr>
</tbody>
</table>

36 Krueger and Casey, "Focus group interviewing," 383.
<table>
<thead>
<tr>
<th>Need</th>
<th>Reason</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need</td>
<td>apartment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• There are many kids that utilize Brian Coyle, but it is a limited space and cannot seem meet the needs of all the youth in the area as it is; for example, many view it more as a space to socialize than a study space</td>
<td></td>
</tr>
<tr>
<td>Outreach</td>
<td>• Many have not used a library before</td>
<td>• HCL Outreach</td>
</tr>
<tr>
<td>Funding</td>
<td>• Who will fund it?</td>
<td>• Stakeholders get together and leverage money [speaking of Dania Hall]</td>
</tr>
<tr>
<td></td>
<td>• The community feels as though they have no access to city / county officials</td>
<td>• Fundraising activities: press conferences, book releases, events</td>
</tr>
<tr>
<td>Possible</td>
<td>• To provide space for the community to study and gather</td>
<td>• Bring the conversations to Cedar Riverside Partnership</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td>Potential Spaces:</td>
</tr>
<tr>
<td>Locations</td>
<td></td>
<td>• Dania Hall (from community: no one wants to see that space empty, however Dania Hall has sat empty for ten years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lot A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 1500 Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Daral Quba Lot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 400 Bar space</td>
</tr>
<tr>
<td>Sustainability</td>
<td>• Space (there needs to be some assigned space in order for any of this to be sustainable)</td>
<td>• WBBC and RPTA would integrate oversight of the library resource suggestions (see Strategic Action Plan) into their activities</td>
</tr>
<tr>
<td></td>
<td>• Youth involvement (in order for any project to be sustainable that is meant for youth, the youth need to be involved)</td>
<td>• Compare with what works in other places (funding, path to implementation)</td>
</tr>
<tr>
<td></td>
<td>• To create a culture of literacy and learning that will last beyond various events and individuals</td>
<td>• Involve NRP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Neighborhood youth could be employed there</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create awareness/spread the word</td>
</tr>
</tbody>
</table>
The desire for a brand new library within Cedar Riverside was a recurring theme within the community meetings, as well as a desire for more space. In addition, the community discussed some of the barriers that prevent them from accessing some of the existing resources within or near the neighborhood. Most notably, while there are three Hennepin County branch libraries within three miles of the Cedar Riverside Plaza, the cost of transportation (light rail, bus, parking downtown) and the logistics of travelling with small children prevent many community members from getting to these locations. Furthermore, the hours of operation are not wholly conducive to community needs (many community members expressed a desire for space in the evening, specifically after 8 and 9 p.m., when many buildings are closed).

Given these and other concerns, we interviewed representatives from organizations with potential opportunities for partnership, compiled information on existing resources, and explored the feasibility of building a new library in the Cedar Riverside Neighborhood.

2. Interviews

Interviews provided useful information on currently existing resources and how the community accesses or can access resources. Interviewees included representatives from the Minnesota Humanities Center, Wilson Library (at the University of Minnesota), the Cedar Riverside Community School, Hennepin County Libraries (HCL), and St. Paul Public Libraries (see Table 3). Some useful information was also gathered through telephone conversations with employees of Hennepin County, the HCL System and the Minnesota Department of Education Division of State Library Services.
Two main themes emerged from the interviews. The first theme centered on how to improve Cedar Riverside resident’s access to existing resources and the second theme centered on ways in which each organization represented could potentially partner with or strengthen existing partnerships in the Cedar Riverside community. Examples of existing resources include videos and readings of children’s books in Somali and English, available for free on the MN Humanities website, and study spaces in Wilson Library. Examples of how to create and strengthen partnerships include suggestions to work with Trinity Congregation’s after school homework help program and HCL to improve upon current homework help programs, with each organization providing a model, and potentially oversight for how to run said program(s). Examples of how to create new partnerships included receiving donations of resources, such as books from the Humanities Center, and potentially computer donations (though stripped of all software including operating systems) from Wilson Library.

Other ideas that emerged from the interviews included holding discussion groups in Cedar Riverside with the authors and illustrators of bilingual books, establishing a touring time wherein volunteers escort individuals to the Central Library (and potentially other libraries) to introduce residents to the resources and services available, and reserving rooms at the Central Library for reading circles (specifically for Somali Elders. See for full details on each interview and the ideas that emerged from them).

Table 3. In person interviews

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eden Bart</td>
<td>Program Officer</td>
<td>Minnesota Humanities Center</td>
</tr>
<tr>
<td>Karen Williams</td>
<td>Associate Librarian</td>
<td>Wilson Library, University of Minnesota</td>
</tr>
<tr>
<td>Walt Stull</td>
<td>Executive Director</td>
<td>Cedar Riverside Community School</td>
</tr>
<tr>
<td>Malcolm Currie</td>
<td>Social Studies Teacher</td>
<td>Cedar Riverside Community School</td>
</tr>
<tr>
<td>Abdirahman Mukhtar</td>
<td>Youth Learning and Literacy</td>
<td>HCL System</td>
</tr>
<tr>
<td>Kit Hadley</td>
<td>Director</td>
<td>St. Paul Public Libraries</td>
</tr>
</tbody>
</table>
3. Existing Library Resources Near Cedar Riverside\(^{37}\)

One of the themes that emerged in community meetings related to space. Community members need space to meet, youth need safe space to gather, and students need space to study. Prior CHANCE research and a study by the African Development Center have indicated several spaces within the Cedar Riverside neighborhood for these purposes. For example, the former CHANCE research states that the Cedar Riverside Community School is open to sharing its twelve computers.\(^{38}\)

The study by the African Development Center also makes several promising recommendations that we feel are worth reiterating, including a call for all neighborhood organizations to “get on the same page” in regards to identifying the specific space needs and proposing solutions; a call for the neighborhood to “unite behind the improvement of spaces like the Coyle Center and Curry Park;” a call to develop more partnerships that match “space/programming needs” with existing organizations, and, perhaps most importantly, a call to designate an individual “as the lead [to] take action on the . . . recommendations.”\(^{39}\) The study also provides a “Space Inventory” guide, which it recommends be updated continually.\(^{40}\)

Notably, we would suggest adding that the University of Minnesota has spaces where the public may sit quietly to read and study.

Indeed, as a land grant institution, all libraries at the University of Minnesota are open to the public.\(^{41}\) Two of these, Wilson and Anderson, reside within the Cedar Riverside neighborhood on the West Bank of the University of Minnesota. They provide safe, quiet places for studying. However, in conversations with participants at community meetings, several individuals expressed apprehension toward using Wilson library space. Specifically, some youth feel unwelcome. Seeking more information on this specific concern, the team interviewed a Wilson librarian (see for more details) who affirmed the library’s policy that space is to be available to the public. Other libraries include the Augsburg library and three Hennepin County libraries (Franklin Avenue, Central, and the Southeast Library in Dinkytown. Notably the hours of operation and services vary at each location; for more details see the links in Table 4.)

\(^{37}\) We tried to focus on resources within walking distance; at most we included resources within two miles (i.e. HCL libraries).


\(^{40}\) Ibid.

In addition to space, these libraries provide many other resources. County libraries allow any member of the public to acquire a library card by showing a proof of address (such as a bill). With a library card, patrons may check out books, DVDs, CDs, and other materials. While University Library’s require members of the general public to pay a fee in order to check out material, one may use materials in the library building. University libraries also provide many resources to the public aside from space. The Wilson Library homepage, for example, lists several resources in addition to space, including computer stations, a plethora of print collections, and even a coffee shop. Also, like students and faculty, community members are expected to follow the same rules. For example students must login to use a computer and in order for a community member to use a computer, he or she must also login. This requires a password (“barcode”), which is obtained by requesting a Wilson Library card at the front desk. (One must also present a government issued or school identification card, and there is a two-hour limit on computer usage.) Other resources include printing (there is a charge) and help from reference librarians.

Hennepin County Libraries provides these and many more services (notably, there is a coffee shop at the Central Branch as well). For example, in addition to books and computers both the Franklin and Central branches provide ESL classes. HCL also provides several online resources, including teen homework help. In person homework help is available at various locations as well.

Finally, it is important to note that library resources often exist outside of libraries. ESL classes are offered at RPTA, the Brian Coyle Community Center, and at Somali Adult Literacy Training (S.A.L.T.) locations (one of which is in the Seward neighborhood). Trinity Lutheran Congregation provides homework help, and Lincoln International High School showcases a museum with Somali cultural artifacts. For more details on these and other resources, see Tables 5 and 6.

Table 4. Existing space in the Cedar Riverside neighborhood and Minneapolis

<table>
<thead>
<tr>
<th>Resource Available</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin Library</td>
<td>• Study space</td>
</tr>
<tr>
<td></td>
<td>• Community meeting space</td>
</tr>
<tr>
<td>Minneapolis Central Library</td>
<td>• Study space</td>
</tr>
</tbody>
</table>

42 In order to check out materials from Wilson one must pay $80, becoming a “friend of the library.” However, any Minnesota State Colleges and University (MnSCU) student may check out material for free.
<table>
<thead>
<tr>
<th>Resource Available</th>
<th>Use</th>
</tr>
</thead>
</table>
|                    | • Small group meeting space  
|                    | • Large group meeting space  
|                    | • Community meeting space  |
| Southeast Library  in Dinkytown | • Reading space  |
| Wilson Library     | • Study space  
|                    | • Small group study space  
|                    | • Large group study space  |
| Augsburg Library   | • Study space  |
| Brian Coyle Center | • Study space  
|                    | • Small group meeting space  
|                    | • Large group meeting space  
|                    | • Community meeting space  |
| RPTA               | • Small group meeting space  
|                    | • Large group meeting space  
|                    | • Community meeting space  |
| Anderson Library   | • Research space  
|                    | • Large group meeting space  |

Table 5. Education Services Offered in the Cedar Riverside Neighborhood and Minneapolis

<table>
<thead>
<tr>
<th>Use</th>
<th>Resource Available</th>
</tr>
</thead>
</table>
| ESL classes        | • Brian Coyle Community Center  
|                    | • Franklin Library  
|                    | • Minneapolis Central Library  
|                    | • Riverside Plaza Tenants Association (RPTA)  
|                    | • S.A.L.T.  |
| Conversational English | • Minneapolis Central Library  |
| Homework help      | • Franklin Library [online and in person]  
|                    | • Melsa-Metro Public Libraries [online]  
|                    | • Local Schools  
<p>|                    | • Riverside Plaza Tenants Association (RPTA)  |</p>
<table>
<thead>
<tr>
<th>Use</th>
<th>Resource Available</th>
</tr>
</thead>
</table>
| Use                             | Trinity Lutheran Congregation  
|                                 | Brian Coyle Community Center                                                    |
| Reference and Research          | Franklin Library  
|                                 | Hennepin County Libraries (Notably, they are available by text, email, IM, phone) |
|                                 | Minneapolis Central Library  
|                                 | Southeast Library  
|                                 | Wilson Library                                                                |
| Homework Help for Teens         | Hennepin County Libraries (online)                                              |
| New Immigrant Resources         | Brian Coyle Community Center  
|                                 | Hennepin County Libraries                                                        |
|                                 | Riverside Plaza Tenants Association (RPTA)                                     |
| Job and Careers                 | Hennepin County Libraries                                                        |
| Somali Culture                  | Lincoln International High School                                               |
|                                 | MN Humanities Center                                                            |

Table 6. Other services offered in the Cedar Riverside neighborhood and Minneapolis

<table>
<thead>
<tr>
<th>Use</th>
<th>Resource Available</th>
</tr>
</thead>
</table>
| Computers/Internet              | Brian Coyle Community Center  
|                                 | Franklin Library  
|                                 | Minneapolis Central Library  
|                                 | Riverside Plaza Tenants Association (RPTA)                                     |
|                                 | Southeast Library  
|                                 | Wilson Library                                                                |
| Fax                             | Riverside Plaza Tenants Association (RPTA)                                      |
| Printing                        | Brian Coyle Community Center  
|                                 | Riverside Plaza Tenants Association (RPTA)                                     |
|                                 | Wilson Library                                                                |
4. Feasibility of a new Library

The feasibility of building a new library in the Cedar Riverside neighborhood appears low. Minnesota state statute outlines two ways in which cities or counties may establish libraries, by the decision of the County or by a referendum vote.\(^{44}\) Regarding the latter, it is unclear whether or not this would be a helpful path for members of Cedar Riverside. Regarding the former, in the 1960’s, Minnesota delegated the ultimate authority for establishing library buildings to the County. To allow the County to do this, the state gave it authority to levy taxes and sell bonds. Statue also provides detail on a host of other issues pertaining to libraries, such collaboration between systems and how to decide where to build new public libraries.\(^{45}\)

HCL is currently in the midst of several building and renovation projects.\(^{46}\) Though the precise criteria used to decide what buildings to renovate or rebuild is unclear, the “purpose and justification” of each new building and renovation provides some insight into the County Board’s decision-making process. Found in the 2012 Capital Improvement Budget (Libraries Projects), these justifications include library statistics (i.e. increases in library visits and checked-out materials), demographics, population growth estimates, lack of community meeting spaces, cramped restrooms, and accessibility and building code violations, among other things.\(^{47}\)

Community input also appears to be an important factor in justifying new buildings.\(^{48}\) The Walker Library Building Project, for example, included in its Vision Statement several areas for improvement that emerged from community meetings, such as flexible and inviting space for people to study and read.\(^{49}\) However, it is not clear how much of a factor community meetings play in the final decision making process.

In fact, it is not entirely clear how much each justification listed factors into the final decision. The Board does not appear to have a prescriptive list of criteria, though there is one prescription relating to distance. According to *Hennepin County Guidelines Toward New Service, 1987-1991*, the Library policy is to provide “library facilities within three miles of 95

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\(^{44}\) The first provision gives the local city or county governing body authority to establish libraries. If the governing body does not establish a library, the second provision for establishing a library allows eligible voters to “submit the question of the establishment or provision of public library services to the voters at the next general election.”

\(^{45}\) “2012 Minnesota State Statutes: 134.08,” Office of the Revisor of Statutes, accessed May 1, 2013, [https://www.revisor.leg.state.mn.us/statutes/?id=134.08](https://www.revisor.leg.state.mn.us/statutes/?id=134.08).


\(^{47}\) “2012 Capital Improvements Budget: $118.8 million,” “Libraries Projects,” Hennepin County, accessed May 1, 2013, [http://www.hennepin.us/portal/site/HennepinUS/menuitem.b1ab75471750e40fa01dfb47ccf06498/?vgnextoid=43f22b69509c4310VonVCM1000099f4689RCRD](http://www.hennepin.us/portal/site/HennepinUS/menuitem.b1ab75471750e40fa01dfb47ccf06498/?vgnextoid=43f22b69509c4310VonVCM1000099f4689RCRD).

\(^{48}\) The results of community meetings and community input are included on the Hennepin County Website.

percent of the county’s population." 50 Given this prescription Cedar Riverside residents technically fall within Hennepin County’s goals as far as patron distance from libraries, for the Franklin Avenue, Southeast and Central Branches are less than three miles from the Plaza (approximately 1, 1 and 2 miles, respectively).

Given this prescription for building libraries, budget constraints, and conversations with HCL staff members, though the opportunity for a new library in Cedar Riverside exists, it does not appear likely that the County will decide to build a brand new branch at this time.51 Still, opportunities for expanding services into the neighborhood remain. Illustrated by their 2011 statement that “[o]ur patrons are partnering with the Library to ensure library services are community-based,” it appears there is much potential for strengthening the ties between the neighborhood and the library.52 (For more information on library laws and regulations, see Appendix H.)

HOW COMMUNITIES ADDRESS A LACK OF AND MANAGE LIBRARY RESOURCES

1. Creative Ways Communities Increased Their Access to Library Resources

Though there are several existing resources in and near the Cedar Riverside neighborhood, these do not appear to meet the needs of the community, especially in terms of space. Though the Central, Southeast and Franklin Libraries are within three miles of Cedar Riverside plaza, residents at community meetings expressed frustration with these locations because if one has small children, or if the it is later in the evening, it may be too far to walk, and paying for transportation can be a barrier. In addition, if one needs to return materials but cannot get to the library because of the above (or other) barriers, fines incur, which can be burdensome when combined with other financial difficulties.

Residents of Cedar Riverside are not alone in facing these challenges. Many communities have turned to satellite or “Pop-Up” libraries, which may be staffed or not. Typically, they are specialized in some way for specific groups or purposes and serve as

50 “Hennepin County Guidelines Toward New Service, 1987-1991,” p. 12, provided by the Hennepin County Clerk’s Office. Much thanks to Ali Turner, Librarian with Hennepin County, and Kelly Allen, Clerk to the Hennepin County Board of Commissioners for providing this information.
51 The last new branch built by HCL was the Pierre Bottineau library, which opened in 2003 in the Historic Grain Belt building in Northeast Minneapolis. Other new libraries have been or are in the process of being built, but these are buildings which will replace existing branches.
52 “2012 Operating and Capital Budgets,” Hennepin County, accessed May 1, 2013, http://www.hennepin.us/portal/site/HennepinUS/menuitem.b1ab75471750e40fa01d1fb47ccf06498/?vgnextoid=37132b63509c4310VgnVCM10000099fe4689RCRD.
“adjuncts to a principal library.” One way to create a “Pop-Up” library is to convert an old phone booth into a book kiosk, as was done in Clinton, New York (and in several other cities). Specifically, the Friends of the Library (FOL) converted an old British Phone Booth into a small library branch that contains about 100 books.

Other Pop-Up Libraries include a seasonal summertime library outside of a monastery, a mobile library making rounds in Mexico City (see figure 3) and the Levinski library in Tel Aviv (see figure 4). The mobile library in Mexico City is a truck with a floor made “of panels that can be arranged in varying configurations, allowing stepped seating for lectures, raised platforms for reaching the books, or completely open space for large groups.” The Levinski Library, also known as the “Garden Library for Migrants and Refugees” is also especially innovative. Built with the intent “that it could be used without fear” by undocumented immigrants, it is located in a park and open at all hours. Books from around the world in several different languages are housed in two bookshelves, one for children and one for adults (see figure 4).

Figure 3. A47 Mobile Library.

Developed by PRODUCTURA, a Mexican architecture firm and operated by Fundación Alumnos47

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55 Oddly enough, the idea came from a FOL member who had learned of a new trend Britain wherein people converted former phone booths to other useful things, i.e., an art gallery or toilet.
56 “Four Amazing Libraries,” Good.
57 Ibid.
58 Ibid.
Creating the best phone-booth library has become somewhat of an honor badge in the designer community, where the best design in the field garners attention not only for its usefulness but also for its support to the common good. One of these phone-booth designs is also open sourced, free for anyone to replicate, and available online. In Colombia, a collaboration between a non-profit and the Park Board has created 51 mini libraries around the capital that offer services such as book loans (library card needed), book recommendations and story time. Reading activities for children, youth and adults are offered in conjunction with the Department of Education and the Departments of Culture and Sports. The program has been operating successfully for 15 years.

Recognizing that brick and mortar libraries often serve as community pillars, residents and users have creatively come together to save their local library and keep it open. In one small town a group of townspeople created a grassroots campaign centered on digital media, raising nearly $40,000 in less than a month. When the city of Rotterdam announced the closure of the local library, residents came together and strategized, ultimately creating a "reading room" to replace the loss of the library. By inviting people from the neighborhood to

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59 Ibid.
participate in conversations around what it would look like, and by asking what participants would be willing to do, they created a community ready to work together to make it happen. A first step was to organize a festival where each day had a theme: learning, reading, reading aloud, meeting, and sharing. The festival not only generated support, but also started a volunteer base. The end result was a high quality reading room in a once-vacant storefront, offering books, newspapers, computers and Wi-Fi, as well as spaces to read and work.

Traditional libraries are still vital parts of many communities as well, and notably these are providing more and more services. Whereas once libraries were primarily thought of as storehouses for books (and more often than not they still perform this function), many libraries now provide DVDs and CDs, community meeting spaces, children’s story time, copy and printing services, and most notably, Internet access (via computers and Wi-Fi). Many libraries also provide homework help, English classes, tax documents, resume help, and other services that vary from community to community.

Innovative examples that one may classify as “other” include Seed Libraries, where libraries lend out planting seeds, and digital story times. There are several seed libraries in the United States, and though the policies likely vary, one library states “Seeds can be checked-out . . . just as you would any other library material. They do count against total items checked out on your account . . . seeds that are available have come to you through donation, . . . no due-dates or overdue fines with your seeds.” Digital story time, wherein children and parents follow along to the librarian’s story on e-Readers that allow them to “digitally turn pages, zoom into pictures and text, and touch and spin the characters, pictures, and text, making the session more interactive” proved quite popular at Arizona’s Casa Grande Public Library. (IMLS Grants to State Programs funded the project; see Library Laws, p. 10).

As mentioned, Pop-Up libraries take many forms, including bookmobiles. Though perhaps not as technologically advanced as the PRODUCTURA’s truck in Mexico City, during the 1950’s the bookmobile (or mobile satellite location) was a common sight in America. However, their number dwindled from more than 2,000 to less than 1,000 currently serving in the United States. The decline in this form of a satellite library is a result of the associated costs as well as shrinking budgets. The HCL is among those who ended the use of bookmobiles.

2. Friends of the Library Organizations

The process of increasing and maintaining access to library resources, from creating a satellite library to building an entirely new fully staffed library branch building, requires a significant commitment of time and resources. One common method used to promote and maintain libraries is the creation of a “Friends of the Library” (FOL) organization. A focal point for community support of the library, this type of organization can serve many functions:

- Volunteer service
- Fundraising
- Help with passage of a bond issue or tax referendum
- Lobbying the legislature or city government
- Programming for the library

While, as mentioned, it seems unlikely that a new branch library can be built in the near future, a FOL-like organization could play an essential role in the process of increasing library and study resources. The community partners will also play a leading role in the process, but because of the wide range of issues to be addressed (space, physical resources such as books, technology and volunteers) it is important to appoint individuals to focus exclusively on these issues. Notably, the more formal the structure of the organization, the more likely it is to be successful and self-sustaining.

A FOL is generally established as a non-profit organization, which is formed for the legal purpose of charitable fundraising and qualified as a 501(c)(3) tax-exempt organization. The Friends of the Saint Paul Public Library provides one example of a local FOL organization that is currently working on fundraising, advocacy and organizing cultural programs. The HCL system is supported by the Friends of HCL, which in 2011 supported collections, Homework Hub, youth development, early literacy and summer reading to the tune of $1 million. Within large library systems individual local branch libraries may also have FOL groups. These branch groups focus their efforts on supporting the individual branches. There are currently 41 branch FOL groups within the HCL system and the creation of a “Friends of the Cedar Riverside Library” (FOCRL) could fit into this existing structure.

The creation of an effective FOCRL group requires a serious commitment of time and resources. As partners in this project, the WBCC and RPTA could work together to form a

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group whose primary focus would be the implementation of the library resource action plan and
maintenance of the resources as they are implemented. The creation of a successful group will
depend on a solid foundation. Key factors in this process include:

- A core group of committed community members
- Administrative support
- Start-up funding
- Infrastructure including a plan, policies and procedures.  

Because the creation of a local organization could play a central role in the creation and
expansion of library and study resources in the Cedar Riverside community, it is recommended
that a resource such as the handbook created by the Friends of Connecticut Libraries (designed
to aid in the establishment of FOL groups to support local libraries) be used as a roadmap in the
creation of a local Friends group. The American Library Association and its United for
Libraries Resources for Friends Group also provides helpful resources for starting, reorganizing
or revitalizing FOL groups. Resources available from this group include online courses
designed to provide tactics for enlisting volunteers to local FOL organizations as well as
promotional graphic materials such as bookmarks and posters and “Friend Your Library”
buttons. The United for Libraries group offers useful ideas for forming and maintaining FOLs
as well as maintaining a FRIENDS listserv which hosts a discussion group focusing on topics of
interest Friends groups such as book sale strategies, fundraising ideas and membership
drives. The Minnesota Association of Library Friends provides resources, such as:

- Grant opportunities for new FOL groups
- The opportunity to apply for an award given to the Best Project of the Year
- Web site containing useful forms, updates and answers to questions
- Publications, advice and consultation.

A successful FOCRL requires close attention to the details of this process in order to
avoid some of the potential pitfalls, such as creating a group that lacks the staying power and
influence necessary to have a positive effect on the creation and maintenance of library and

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70 Miriam Pollack, “Friends of the Library: Answers to Ten Key Questions,” 2008, accessed May 1, 2013,
73 Ways to Advocate as a Friend, “United For Libraries Resources for Friends Groups,” accessed May 3, 2013,
we-provide/resources/.
study resources in the Cedar Riverside neighborhood. Yet if effectively formed, such a group in Cedar Riverside could provide many of the same functions that other FOL groups provide, with some modifications. These functions include:

- Creating and maintaining partnerships with relevant organizations
- Managing library/study resources and programs as they are added to the resource system
- Managing volunteer activities
- Fund-raising activities
- Creating and maintaining special events such as book fairs.

**STRATEGIC ACTION PLAN**

Synthesizing the needs and desires articulated by the community, we found several long and short-term options for increasing Cedar Riverside’s access to library and study resources. With each action that is implemented, we recommend that those who lead the effort also conduct an evaluation to determine its effectiveness.

In the long term, a library is the ideal response to the needs identified by community at community meetings. However, given the input from various staff that work within library systems, as previously detailed, it seems unlikely that Hennepin County will build a new library in the area. Regarding other potential long-term strategies, the WBCC and RPTA may advocate for the renovation of the Brian Coyle Center using the currently existing plans for renovation or suggesting modifications to said plans. However, the feasibility of obtaining the funding for this capital improvement is unclear. The unfortunate reality of the political and financial climate encourages focusing on other possibilities for increasing the community’s access to library resources.

Above all, it is important that the steps outlined below be acted upon quickly, while the community meetings are still fresh in people’s minds and enthusiasm is high.

1. **SHORT TERM**

Many of the items identified as library resource needs in community meetings are available to the community in some form, but logistical issues (such as transportation and cost) make utilizing these resources difficult. The following recommendations address some of these issues. In addition, we suggest that some form of evaluation take place for each recommendation. The evaluations can take many forms, such as an exit survey after an event or a focus group.
a. Creating Sustainable Neighborhood Capacity

i. Cedar Riverside “Friends of Library Resources”

Several of the recommendations outlined in this action plan call for individual or group volunteers. It could be useful for the WBCC and RPTA to establish a Cedar Riverside “Friends of Literacy,” (CRFOL) group, similar to a FOL group, centered on increasing and maintaining the community’s access to library resources. This group will also serve to provide a measure of sustainability to each of these pieces (for example, they would ensure there are enough volunteers to sustain a Reading Room in the McKnight building if implemented). They may also partner with other organizations to improve library resources in the neighborhood and may work with Hennepin County to secure funding for future library projects.

For the WBCC, the Neighborhood Relations committee could undertake this effort. Similarly, RPTA could form a subcommittee, appointing three to five of their members (and/or approve three to five members from the community) to serve the community in this way. Collaboratively, the members from the WBCC and RPTA will form a CRFOL group that could work toward increasing library resources in Cedar Riverside.

If the forming a group proves too difficult or time consuming for one group, the WBCC and RPTA could appoint different volunteers from within their organizations, or even active members of the community, to lead individual projects.

ii. Create a Website Featuring Cedar Riverside Library Resources & the CRFOL

In order to provide community members with information on library resources in and near the Cedar Riverside neighborhood, we recommend the CRFOL group create a website that will feature these resources, advertise events, and highlight the role of the CRFOL.

Most importantly, we recommend this website feature a “donate now” button for community members to donate any amount, even a dollar. This can be done through another non-profit organization, Razoo, who partners with other non-profits to help them secure funds online.76 (An organization must be registered as a 501(c)(3) in order to use this service. Notably, the WBCC and RPTA are currently registered as 501(c)(3) organizations.) When the community in Rotterdam came together in order to save their library, they received $40,000 in donations using a YouTube Video that describes the importance of libraries.77 Donations seem to link people to projects, giving them greater sense of ownership.

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77 “A Small Town’s Library Love Goes Viral, Earns Donations,” Good.
b. Improving Access to Current Resources

i. Promote Wilson Library Resources

As previously noted, Wilson Library houses a wealth of resources the community may use, from space to computers. However, many members of the community expressed apprehension regarding utilization of these resources. In order to strengthen and foster relationships between the community and library staff such that the community will feel more comfortable utilizing the library, it could be useful for the volunteers appointed by RPTA and the WBCC to work with Wilson Library to find innovative ways to engage the community, beginning with collaboration on an upcoming “Muslim Journey’s” Shelf event.

Wilson Library recently received a grant for a “Muslim Journey’s” shelf that will feature books and materials on Islam and Muslim culture (for a list of the materials featured on the shelf as well as location where one may obtain them, see Appendix I). In April 2013 the Library celebrated the shelf with a movie night, and they are planning two more events surrounding this shelf, one for fall 2013. The librarian coordinating these efforts is hoping to work closely with a member of the community in order to engage the Cedar Riverside neighborhood in the event. The WBCC and RPTA could appoint (or approve) these volunteers and connect them with Wilson library staff, either in person, by phone or email. The volunteers would collaborate with Wilson Library staff to ensure the success of the event, from mobilizing the community by inviting friends and family to the event, to creating and putting up fliers. After the event, these individuals may continue to serve as liaisons between the community and Wilson Library.

Furthermore, though Wilson has not agreed to such an event as of yet, one librarian believed a community-University meeting, or “meet and greet,” could benefit community-University relations. In order to maintain momentum from the above event and increase the community’s exposure to Wilson library, this could be done in conjunction with the above event or during the same week. Given the relationship building and expertise to be gained in working on the above event, the volunteers could also work with the staff in coordinating this meeting (especially if it will occur at the same time as the above event). Pending Wilson Library’s receptivity to such an event, the volunteers could promote and organize it in much the same way as the above event, spreading the word among community members, putting up fliers, and maintaining close contact with library staff.

78 A member of the team met with the Wilson librarian on this topic.
ii. Library Volunteers Escort Program

It became clear during the community meetings that many residents, particularly Elders, avoid going to the Central Minneapolis Library because of its unfamiliarity. This indicates that there could be an inefficient use of library resources because the demand for resources, as well as the availability exists, but they are not being matched up. If the main reason for this mismatch is an apprehension regarding a trip to the library then the problem could be addressed by providing guided tours of the Central Library for neighborhood residents. For the community Elders, this tour could culminate in a Newspaper (and perhaps other materials) Reading Circle at the library. As community residents become more familiar with the library they may become more comfortable with the idea of going on their own or in smaller groups. This could help maximize the use of existing resources and minimize the need for creating new ones.

Volunteers for this project could come from a variety of sources, including University students who have community/service engagement requirements, the Community Service Learning office, some courses and community engaged scholars at Augsburg College and the University of Minnesota. In addition, we suggest RPTA’s volunteer coordinator work in conjunction with Abdirahman Mukhtar (HCL employee, Youth Learning and Literacy) on how to strengthen RPTA’s existing volunteer structure.

c. Mobilize Partnership Opportunities: Strengthen Areas of Collaboration with HCL System

Through the community engagement meetings it became clear that Cedar Riverside residents have knowledge of what a library can offer and the resources that are available through it. (For a community derived description of library resources, see Appendix B6.) However, the amount and veracity of the information varies greatly. HCL is currently in conversations with Brian Coyle regarding potential ways to partner with the community center. For example, one idea is to have the Brian Coyle Community Center house a computer station reserved solely for accessing the library system to request materials, which would then also be picked up and dropped off at Brian Coyle.

As a starting point for the WBCC and RPTA, we recommend a meeting with Abdirahman Mukhtar (HCL employee, Youth Learning and Literacy) and Brian Coyle to continue the conversation on how to improve neighborhood access to library resources. Though the specific role of HCL is unclear at this point, it seems they are willing to provide expertise regarding how to train and manage volunteers for a homework help program and possibly other outreach
services. A conversation would serve to clarify the role of HCL and set in motion any programs agreed upon by the WBCC, RPTA and HCL. For example, as mentioned above, one area of potential cooperation with HCL is establishing an outreach program wherein volunteers take residents to the library for tours and information sessions, discussion circles, and to simply check out materials. This would increase awareness of resources available and decrease the ‘fear of the unknown’ expressed by some residents. HCL can also provide expertise in different areas (i.e. providing the tours and information sessions), and, if possible, coordinate a volunteer schedule. The WBCC and RPTA may also coordinate the volunteers and/or staff necessary to run the programs. These volunteers can be service learning students, community residents and others.

The key to a successful program will lie in consistency of hours and service provision. Table 7 (below) provides a description of other potential areas for collaboration with HCL.

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach and Education</td>
<td>Offer information and answer questions related to:</td>
</tr>
<tr>
<td></td>
<td>- Reference and research</td>
</tr>
<tr>
<td></td>
<td>- Use of space (individual/group study and community meeting)</td>
</tr>
<tr>
<td></td>
<td>- Computer and internet usage</td>
</tr>
<tr>
<td>Homework help</td>
<td>Tap into HCL’s expertise on how to effectively run a sustainable homework help program. Analyze the possibility of servicing specific groups, such as teens. Areas to explore include:</td>
</tr>
<tr>
<td></td>
<td>- Hours or operation</td>
</tr>
<tr>
<td></td>
<td>- Program management (cost, staffing and coordination)</td>
</tr>
<tr>
<td></td>
<td>- Curriculum</td>
</tr>
<tr>
<td>Conversational English</td>
<td>Gain knowledge on how to hold circles similar to HCL’s Conversation Circles. In these regular gatherings, adults practice everyday conversational English. Areas to explore include:</td>
</tr>
<tr>
<td></td>
<td>- Time of day when services are offered</td>
</tr>
<tr>
<td></td>
<td>- Program management (cost, staffing and coordination)</td>
</tr>
<tr>
<td></td>
<td>- Duration of circles (hours and frequency)</td>
</tr>
<tr>
<td>New Immigrant Resources</td>
<td>Connect Cedar Riverside residents with the existing Immigrant Center at the Minneapolis Central Library.</td>
</tr>
<tr>
<td>Area</td>
<td>Description</td>
</tr>
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<td>---------------------</td>
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</tr>
<tr>
<td>Book Drop Box(^79)</td>
<td>Just like the system currently used by the Cedar Riverside Community School students (see Interview of Malcolm Currie), residents could order books online using their library card through the HCL website. Once a list is generated, the books would be put on hold for them. Materials would then be dropped at a site on a regular basis (i.e. tri-weekly). Returned materials can be placed in a drop box located at the same site. Brian Coyle serves as one potential location for the drop box, and conversations between HCL and Brian Coyle are underway. This would be a program similar to the one currently in place with inmates incarcerated in Hennepin County.</td>
</tr>
</tbody>
</table>

**d. Opening Up Spaces in Cedar Riverside**

*   **i. Establishing a Reading Room in the McKnight Building**

The most repeated request in relation to library resources related to study and meeting space that would be within walking distance of Cedar Riverside Plaza and open during the evening for extended hours. The Franklin Avenue and Central Libraries are about a mile away, and yet depending on the weather, time of day, and amount of children with the parents, this typically means a bus or light-rail ride, so these spaces were often decried as being too far away. Therefore the team initially sought to identify potentially underutilized spaces in and near the Plaza, but after two large donations of books were secured, the search was re-defined to include a space where the books could be housed (for the books will serve no one while sitting in storage).

The McKnight Community Room could serve both these purposes well. Currently, the room is used for ESL classes, but there are several periods during the day and evening when the room is unoccupied. The CHANCE team, along with our community partners (representatives from the WBCC and RPTA) met with a representative from Sherman and Associates, who felt there was potential for the space to be utilized in this way.

The FOL group established by RPTA could lead the efforts on this project (or RPTA and the WBCC could appoint temporary volunteers to do so). As the idea for utilizing this space is fresh in the minds of those involved, it is suggested that two volunteers move to swiftly follow up

\(^79\) One alternative to a Cedar Riverside branch library would be to work with the HCL to establish a neighborhood bookmobile system funded and maintained by neighborhood resources. The team chose not to include this as a priority given that Hennepin County recently ended their bookmobile services due to lack of funding (as far as we can tell).
with Sherman and Associates, obtaining permission to move furniture, put up bookshelves and posters, and in general organize the space as a welcoming “reading room.” The two volunteers would work with Plaza employees regarding building codes and potential minor additions and/or changes to the space; for example, allowing one of the outside doors (or both) to remain open or be transformed to an emergency exit, building a door between the kitchen space and the space to be utilized as the “reading room,” and other potential building code regulations.

In order for the space to be sustainable and to help avoid conflicts between groups who utilize the space for ESL classes and community meetings, the Plaza may consider establishing a schedule for the space. The Plaza may also consider establishing a volunteer schedule for the space, wherein volunteers maintain and look for ways to expand the resources available in the space. Maintaining the space includes cleaning and organizing, and expansion of resources includes being alert to opportunities for book and other resource donations. One specific example includes Wilson Library, which donates computers on a fairly regular basis (though again they are stripped of all software including the operating systems). The scope and frequency of tasks will vary depending on the number of volunteers; for example, a task can be as minimal as someone to check on the space once a week to straighten and clean or as comprehensive as a FOL system, wherein the volunteers work throughout the year on various projects, such as securing donations. The two individuals appointed as point persons on this project should also contact HCL (specifically, Abdiraham Mukhtar, see Appendix F) for their expertise on book and volunteer management.

Volunteers can be drawn from the Plaza as well as from the greater community area. For instance, as previously referenced, many students at the University of Minnesota and Augsburg College are required to complete a certain number of volunteer hours (community engagement). Furthermore, Breck School, which donated the bulk of the books we hope to house in the McKnight room, also requires high school students to participate in service learning activities (see Appendix F for contact information).

ii. Open Cedar Riverside Community School Classrooms After Hours

The WBCC and RPTA may consider exploring the possibility of opening some of the Cedar Riverside Community School classrooms and computers after hours to increase the study space available to students (and potentially members of the community). As previously mentioned, former CHANCE research indicated potential for this space to be opened to the community. To begin this exploration, the CRFOL group may consider setting up a meeting with the school’s director to discuss the benefits and challenges such an arrangement may pose.
e. Increasing Community Engagement

i. Book Fair

Given that book fairs can take numerous forms, this could be a one-time or annual event. The work required to host a book fair includes obtaining book donations, securing a time and place, advertising the event, securing refreshments, and securing volunteers. They can also potentially include the following: face painting, information on the importance of reading, poetry readings, and story times. If the McKnight room is converted to a reading space, a book fair could also include an exhibition of that space.

Regarding volunteers to organize the events, again, the WBCC and RPTA could be in charge of scheduling individuals. Securing book donations may begin by simply calling local libraries and bookstores, describing the event and asking if they would be willing to participate by donating. In reaching out to local libraries there is a chance that they may partner with the community on this (and other endeavors). As they have access to various funding sources, such as LSTA and Legacy Funds (see Appendix H), they could be very strong allies.

For the event itself it would be helpful to recruit some bilingual members of community as volunteers. As one of the important aspects of a library as identified by the community and others includes preservation of culture, a Somali story time is highly recommended. Other volunteers may include students from Breck School who could organize a poetry reading as well as including people to juggle, create balloon animals, face paint, and more. The WBCC and RPTA may also want to designate someone to film and take pictures.

ii. Weeklong Celebration of a Culture of Knowledge

As mentioned in the section, “Creative Ways Communities Address Library Services,” a community in Rotterdam was able to inspire its residents to support a reading space beginning in part with a weeklong celebration. Similarly, the WBCC and RPTA could organize a multi-day celebration around the love of books and a ‘culture of knowledge’. Attendees would enjoy snacks, story time and participate in literacy related arts and crafts activities. Each child could receive one or two books of their choice from a given selection to take home. The event could make possible through monetary and in-kind donations from large Minnesota based corporations such as Target and Supervalu.

The Minnesota Humanities Center could provide the connection to the authors and illustrators of the Somali Bilingual Book Project who would be willing to make a guest appearance at the event. HCL could have a booth where people can sign up and get a library
card on site. Community members could organize cultural activities highlighting their heritage including traditional folktales, theatre and songs.\(^{80}\)

This project would require extensive preparation and coordination, in order to secure donations, volunteers, presenters and participants. It has potential to build stronger library resource connections within and outside the community. It could also inspire those residents who are living in ‘survival mode’ to transition out of that mindset while promoting the neighborhood as a community.

iii. Reading Circles

In meetings with our community partners, we learned one aspect of Somali culture as related to reading is that groups of Elders enjoy forming reading circles. According to Hussein Ahmed (WBCC) Somali elders would sit in a circle while one member of the group read something, typically a newspaper, and then the members of the circle would discuss it. If space were made available, perhaps during the day when students are in school, the Elders would be able to resume this practice. Perhaps it would also encourage younger members of the community to take an interest in reading, education and current events. If the McKnight space is available, the reading circles could be held there. Otherwise a member of the CRFOL could coordinate this effort, perhaps by reserving a room at the Central or Franklin Library for this purpose.

2. LONG TERM: Renovating Brian Coyle

Long-term strategies for bridging the library resources gaps within Cedar Riverside are based in large part on developing ways to make the short-term steps in the Strategic Action Plan sustainable, which rests largely on the development of an active core of volunteers (again, hopefully connected to RPTA and the WBCC). In addition to this, the WBCC and RPTA might explore opportunities for renovating Brian Coyle, in particular to expand the available library resources.

Brian Coyle currently serves the community in a variety of ways. With a large meeting space, it is one of the premier gathering places. It also houses a community gym, food shelf, ESL classes, computer lab, and even a library room. However, the library space is rather small and many of its books are outdated. Existing plans for expansion of Brian Coyle would triple the space of the library, add an additional study room, and provide many other useful improvements. The estimated cost of the renovations is $6.5 million.

\(^{80}\) Indeed, the Cedar Riverside community is quite diverse, with Oromo, Somali, Ethiopian, Latino, and other nationalities.
The individuals the CRFOL group could explore the possibility of renovating Brian Coyle with staff from Brian Coyle and community members. The group may look at the existing plans for renovation of Brian Coyle (see Appendix L). If not already included, we suggest including in the capital campaign many of the same pieces required in proposals for a new library building (for the full list of requirements, see Appendix K). For example, the *Library Building Construction Planning Checklist* states that the community representative(s) responsible for providing the community with libraries, if applying for a grant from the State, must outline construction plans, public support, and a strategic action plan for library operations in the first three years, such as staffing plans.  

Though unclear, it may be possible to work either with the currently existing staff at the Brian Coyle Community Center, a Volunteer Staff, or combination of the two. We would also suggest including information from the community meetings conducted by CHANCE in partnership with the WBCC and RPTA, which provide a beginning for the “public support” outlined in the checklist. Additionally, in order to document the community’s response to additional library and study resources, usage/participation should be monitored at the McKnight reading room (if implemented) and any events conducted by the CRFOL. The CRFOL should maintain and compile this data into useful statistics that could help them make the case for a Cedar Riverside library branch should building and operating funds become available in the future. This information could also be used to lobby HCL for more community services if it can be demonstrated that the needs exist and resources are used when they do become available.

While some community members feel that Brian Coyle serves more as a “hangout” spot than a study spot, the physical renovations could serve to address this, especially if coupled with clear, enforceable guidelines for the space (for example, enforcing quiet in the library space). Also, if the renovation occurs, the WBCC and RPTA may consider working with Brian Coyle on a “Grand Re-Opening”, wherein the community can see that Brian Coyle still offers the same services but in new, improved ways. Indeed, while the ideal long-term outcome in the heart of the community, remains a new library building, we believe renovating the Brian Coyle Community Center could serve many of the same functions as a new library building and provide the community with many of the resources it desires.

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81 “Public Library Accessibility and Improvement Grant,” Minnesota Department of Education, accessed May 2, 2013, [http://education.state.mn.us/MDE/StuSuc/Lib/StateLibServ/LibAccessImpGrant/index.html](http://education.state.mn.us/MDE/StuSuc/Lib/StateLibServ/LibAccessImpGrant/index.html).
3. EVALUATING EFFECTIVENESS

In order to determine the effectiveness of each potential action, we recommend an evaluation mechanism be implemented, which may be as simple as tracking usage or surveying the community after an event to determine their receptivity. For example if the McKnight Room is created we suggest that the volunteer coordinators, (possibly CRFOL), track its usage through a sign in sheet that asks for the users name, purpose for being there (study space, browse book collection, etc.), and the time of day. For an event like the book fair, we recommend passing out a survey with each book given out, asking the recipient specific questions (i.e. what is the likelihood they will utilize library resources after the event?).

In order to maintain and improve upon library resources in the neighborhood, this information may then be used by the CRFOL in seeking support in the form of funding or resource donations from Sherman and Associates, HCL and other organizations interested in partnering with the Plaza (i.e. Minnesota Humanities Center).

Finally, the CRFOL group may consider contacting the program evaluation class at the Humphrey School regarding the possibility of becoming clients for a graduate student consulting team.82

CONCLUSION

The community’s interest in gaining greater access to library resources is clear. Through community-based research, the team, in collaboration with the community, was able to further refine what “greater access” means to the community, from determining current accessibility as well as gaps between what resources are available and which of these resources the community accesses. The team, in conjunction with community partners, then determined the most prominent resource needs and worked to provide actionable steps to assist the community in meeting these needs. From the community meetings to the interviews conducted to the literature review, all work centered on the central question of library resources, underpinned by how this information may serve the community.

Perhaps best stated in the justification for the new Walker Library, libraries (and we will be so bold as to expand this to library resources) serve as a “gateway to the world’s information and culture.”83 We hope the steps outlined in the strategic action plan will broaden this gateway.

82 A semester long course in which the graduate team works with a client to evaluate a program.
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APPENDICES

APPENDIX A. Memorandum of Agreement

Memorandum of Agreement

Riverside Plaza Tenants Association
West Bank Community Coalition
Humphrey School of Public Affairs

Project: Library Resource Needs and Planning

Primary Client Contacts:

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Project Start Date: January 2013

Project End Date: May 2013

Project Purpose

A variety of community stakeholders in the Cedar Riverside Neighborhood, among them the Cedar Riverside Youth Council, Executive Director of the West Bank Community Coalition Hussein Ahmed, and President of the Cedar Riverside Plaza Tenants Association Abdulkadir Warsame, have identified a need for more adequate library resources. Thus, CHANCE proposes to develop an action plan identifying library resource needs, opportunities, and ways to implement said opportunities.

As one community member pointed out “information is power,” thus access to library resources is a critical asset to any community, especially youth. However, the precise nature of the need is somewhat unclear. Community members seem to agree that the youth would benefit from more study space, greater access to books (especially those in native languages), computers, and librarians; in short everything that a library provides. Yet, though there are some libraries nearby, including the University of Minnesota Wilson Library, the Franklin Avenue and Library and the Downtown Library, youth access to them appears limited. For example, at Wilson Library, University of Minnesota students are given preference. Community members also remarked that public library hours of operation are not always conducive to youth needs, and some families are not comfortable sending their youth downtown to study.

Thus, we believe a feasibility study is needed to determine whether or not current resources have the capacity to meet the needs of the community. CHANCE proposes a two-part study: First, an assessment of currently available library resources with a focus on accessibility versus usability (for example, definitions of accessibility and usability will vary amongst individuals based on nearness and hours of operation, and even if a library is determined “accessible” by some, this proves moot if a family is uncomfortable sending their youth to said location). Second, CHANCE seeks to determine the needs of the community through a survey and community forum.

Taking into consideration the high density of the population in Cedar Riverside, that roughly 17 percent are under age 18 (2010 Census), that the Youth council identified library resources as a need, and given the feedback CHANCE received from recent community forum, we expect to find a gap between current availability of library resources and current needs. Working with community partners and through research of best practices (looking at how other communities have successfully addressed a lack of library resources), CHANCE proposes to develop an action plan to help address said gap. The plan will include possible funding sources as well as strategies for increasing available library resources.

In sum, CHANCE proposes to determine the need for library resources and extent to which they are currently available. Then the project team will determine how the community can build upon the
existing resources to match identified community needs. Finally, an action plan will outline steps for the community to take in moving their vision for library resources forward to implementation.

**Project Goals and Objectives**

1. Gather information to discern the library resource needs in the Cedar Riverside Neighborhood.

In order to develop an actionable plan, it will be important for CHANCE to gain a better understanding of the current availability of library needs and resources within the Cedar-Riverside community. This context will provide focus, steering further research. It will provide community members and CHANCE the tools and information required for moving forward in drafting a strategic action plan.

2. Create a short and long term action plan to bring library resources to Cedar Riverside.

CHANCE will create an action plan focused on helping to address the short- and long-term library needs of the community. Working with various community partners, we seek to identify linkages that may facilitate the growth of library resources in Cedar Riverside, including potentially greater access to study space, computers, and books, including those written in native languages.

**Methods/Approach**

In order to achieve our project goals our approach and methods will focus on three areas:

- **Determine the current library resource needs of the Cedar Riverside neighborhood, including general community needs, the specific needs of the neighborhood youth, and generally accepted library standards.**
  - Community focus group to determine perceived community needs
  - Youth survey (with Youth Council)
  - Literature search to determine accepted community library needs

- **Identify existing community library resources including resources available through the Hennepin County Library system, Augsburg College, the University of Minnesota, and other neighborhood locations.**
  - Survey of current library resources
  - Interview existing resource providers

- **Create an action plan to match library resources to needs including potential funding sources, potential partners, and both short and long term plans (i.e. new building, use of existing building, satellite library, temporary library, shared library space, etc.)**
  - Research potential grant sources
  - Research current library practices
  - Develop a comparative analysis with other neighborhoods to determine appropriate library resource levels
  - Research similar neighborhood library expansion implementations

**Timeline**

December
• Begin preliminary research
  - Determine current available library resources
  - Identify feasible options for bringing more library resources into the community (i.e. Building a fully functioning library, creating a satellite library, how to obtain books in native languages)

• Set up meeting with primary partners to go over Memorandum of Agreement (MOA)
• Explore the ideas of:
  - A library kiosk and/or bookmobiles/book drives at Brian Coyle Community Center
  - Partnering with the Charter School for space and resources
  - Make preliminary contact with the appropriate individuals at each of the above organizations and set up meetings
  - Research effectiveness of bookmobiles, book drives, kiosks, etc.

January 7 - January 18
• Prepare for meeting with primary (and potentially other) community partners (develop an outline for the meeting, prepare questions, etc.)
• Meet with primary community partner(s)
  - Have all parties sign memo if have not yet
  - Set up a schedule for meetings
  - Discuss other potential community partners
  - Discuss forum/focus group with primary community partners
  - Discuss potential for a survey (partnering with the Youth Council, etc.)
• Develop a plan for the focus group
  - Prepare structured questions for focus group
  - Determine location, food, and invitations
• Develop plan for survey
  - Develop questions for survey
  - Discuss language barriers, determine if it is an obstacle and how to overcome it
  - Contact Youth Council to discuss potentially partnering together to conduct the survey
• Contact relevant organizations and individuals; set up meetings/interviews
  - Cedar Riverside Youth Council
  - Hennepin County Library System
  - Brian Coyle
  - Dean of Wilson Library
  - Abdirahman Mukhtar
• Continue preliminary research
  - For examples of how other neighborhoods who have used satellite libraries
  - For a funding plan

January 19 - January 31
• Hold forum/focus group
  - At the meeting, mention that we are also conducting a survey and have it available for those who have not yet filled it out
  - Take detailed notes
• After the meeting
- Compile the needs identified in a table or other clear, succinct format
- Summarize the main points of the meeting (themes, tone, attendance, etc.)

- Debrief amongst ourselves
- Meet with community partners to discuss how best to move forward
- Conduct survey
  - Compile results of survey in preliminary tables (or other succinct format)
  - Summarize main needs identified in the survey

February 1 - February 15

- Meet with primary community partners to discuss results of survey and focus group/forum
- Determine the gap between what is available and what is perceived to be available
  - Based on community forum/focus groups and survey and assessment of local existing library resources
- Focused research based on outcomes of forum/focus group and survey
- Determine the sources of funding (From West Bank Business Association and other organizations, potential for grants, donations-in-kind, etc.)

February 15 - February 28

- Finalize presentation of the survey results and focus group/forum (tables, text, etc.)
- Meet with primary community partners to provide updates of our work
- Begin compiling research and drafting the report on current available library resources versus needs

March 1 - March 15

- Meet with primary community partners to discuss a potential action plan based on the draft report on current available library resources versus needs
- Meet with other community partners to discuss potential for action
- Begin draft on strategic action plan

March 16 - March 31

- Meet with primary community partners to discuss progress on strategic action plan
- Begin finalizing report on current available library resources versus needs
- Meet with Merrie and Steve to discuss finalization of deliverables

April 1 - April 15

- Meet with community partners to discuss progress thus far
  - Plan for a longer meeting with questions and answer period
- Based on feedback from community partners, Merrie, and Steve, begin revising/refining the professional paper into a complete first draft (which will include both the report on current available library resources versus needs and the strategic action plan)

April 16 - April 30

- Final meeting with primary community partners
- Finalize professional paper
May 1-May 11

- Present to community partners
- Hand in final written report
- Project wrap-up: Final analysis and evaluation of project product and process

**Deliverables**

By partnering with CHANCE students, the West Bank Community Coalition and the Riverside Plaza Tenants Association can expect to receive:

- A report on currently available library resources and needs
- A strategic action plan, including:
  - Available sources of support
  - Strategies for increasing and/or accessing available library resources

**Community Stakeholders**

While several community organizations and individuals are interested in this project and have offered their support in various ways, our primary partners will be:

- West Bank Community Coalition
- Riverside Plaza Tenants Association

Other important community stakeholders with whom we plan to be in contact with on a variety of matters include:

- Brian Coyle Community Center
- Cedar Riverside Youth Council
- Cedar Riverside Charter School
- Hennepin County Library System

**Student Research Responsibilities**

- Be responsive to partner recommendations and needs
- Be prepared to provide progress reports to partners at bi-monthly meetings or more often as requested by community partners
- Provide documentation drafts in time to allow for review within one week
- Meet deadlines agreed upon in the Memorandum of Agreement
- Provide deliverables listed above including the report on existing library resources, community needs and action plan documentation

**Partner Responsibilities**

- Provide clear instruction to CHANCE students
- Provide students with information as agreed upon in Memorandum of Agreement
- Be available for bi-monthly meetings with CHANCE students
- Review documentation and provide feedback within one week
- Complete an evaluation of project deliverables and of the project process
- Take the lead in implementing the developed action plan
Joint Responsibilities

- All parties will be treated as professionals and in return can expect high quality outcomes
- All parties are expected to be open and honest through all phases of the project
- To promote project efficiency, all parties are expected to return phone calls and email communications within two business days

Acceptance

By signing below, the following individuals agree to terms of this agreement.

Student Researchers:

Scott Kiesling

Date

Marcela Sotela Odor

Date

Abigail Whelan

Date

Academic Supervisors:

Merrie Benasutti

Date

Steve Peacock

Date

Partner Organizations:

Hussein Ahmed

Date

Abdulkadir Warsame

Date
APPENDIX B. Methods: Community Meetings

Given that the goal of the community engagement meetings was not to reach consensus or a solution, but rather to gather a range of opinions and experiences, community meetings, similar to focus groups, were used as the research tool of choice. Often done after a program is implemented or completed, focus groups can prove to be a valuable research strategy when seeking to gather information in the design phases of a project. In order for them to be successful, it is crucial that that people feel comfortable, increasing the willingness of participants to share their thoughts and feelings. These ideas translate well for community meetings. Therefore the location needed to be convenient and familiar to the participants, while the invitation had to come from community leaders as well as the CHANCE group. Keeping this in mind, each meeting was planned with the input of our community partners and advertised for at least a week before it was scheduled using different medias (local radio, flyers, phone calls, emails). Our community partners decided the most suitable locations, days and times of each meeting based on what they felt would supply the best turnout (our own schedules also played a role in this). A sample of the flyers created is provided in section B3.

Focusing on the purpose of the community engagement meetings, the questions used for the community engagement meetings were designed to be open-ended, so that the response would be more detailed and descriptive than a one-word answer. They were sequenced so that participants could go progressively deeper into the topic of study. Follow up and clarifying questions were used to gather more complete information.

B1. Meeting Design

Purpose
To obtain input from the community regarding library resources. Specifically, we want to know:
- what resources are you aware of/ do you or your family use?
- What are your biggest concerns/needs regarding library resources?

- Identify areas of actual and perceived lack of library resources
- Clarification on what the community believes library resources are

Goals/objectives for the evening
Our main objective, or what we want to walk away with, is
- A better understanding of the way the community views library resources
- What library resources are currently accessed and
- What are the library resource needs in Cedar Riverside?

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Goals/objectives for the project
We first would like to understand what is needed, determine what is currently available, and then with this foundation we will work with the community to create an action plan on how to best access and/or obtain the library resources that are identified as most needed.

Agenda
Welcome: Framing and Flow (15 minutes)
- Introductions, please grab some food.
- Purpose of the meeting/ Goals/objectives for the evening

As UMN students with CHANCE, we will be working on a project for your community. We want to understand how you view Library Resources, specifically those you may currently use and those you would like to be able to use. Out of tonight's meeting and other community conversations like it we hope to have a definition of what library resources are. We want to listen to what you have to say. This is your community and you know it better than we do. That is why we have partnered with community organization like WBCC and RPTA, and as the project develops we will write an action plan that YOU, the community, can put into action.

Questions and Answer Time (45 minutes)

Ask the main question. Based on the responses from the group, follow up with the next questions (if needed).

- What do you think library resources are?
  - Let the group mention things
  - Typically, we think of library resources as: books, librarians, databases, electronic resources (DVDs, CDs, computers), spaces to study, tutoring, ESL classes
- Which libraries do you use?
  - Do you use or does anyone you know use the library on Franklin Avenue?
  - Do you use or does anyone you know use the Downtown library?
  - Do you or does anyone you know use libraries in the area other than the Franklin Avenue and Downtown library?
    - If yes, which ones?
    - If not, why?
- How do you access it? (Drive, bus, walk, light rail)
- Do your children or children you know use any after school study programs? (i.e. Trinity Congregation “Homework Help”).
  - If yes, which ones?
- Do you use computers outside of your home?
  - If so, where?
  - Do you or anyone you know use the computer labs available at Coyle and/or at Riverside Plaza?
    - If so, what do you use it for?
    - If not, why?
- Which spaces are currently being used to study?
- Where do you think students would be most likely to study?
- If you could choose any space in the area, what would be a good space for studying?
- In your view, what library resources are most needed? (Refer to the ones mentioned at the beginning)
- In what ways can library materials improve your life and/or the community?

For the long-term sustainability of the project we want to address how community members can take ownership of the project once we are no longer working on it. Therefore we include a question on how community members can take ownership of the project once we are no longer working on it.
- How can this be sustainable in the long term?
- What is your role in helping the community achieve this?
  - It can be as simple as making sure their children uses the library resources available.
  - Volunteering to help with a book mobile.
- How can the community achieve this?
- If we had all the money and support to go ahead with a project, how would you want to implement library resources in Cedar Riverside?

Closing

- Thank you for attending!
- Mention the next meeting: pass out flyers

Roles/Responsibilities

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
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<tr>
<td>Room set-up</td>
<td>Scott / Abigail / Marcela</td>
</tr>
<tr>
<td>Greeter</td>
<td>All</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Marcela</td>
</tr>
<tr>
<td>Note taker</td>
<td>Abigail</td>
</tr>
<tr>
<td>Translator</td>
<td>Hussein / Abdulkadir</td>
</tr>
<tr>
<td>Snacks/tea</td>
<td>Hussein / Abdulkadir</td>
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</tbody>
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Materials

- Markers
- Flip chart paper
- Post-it notes
- Pens
- Snacks
- Flyers for next focus group
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Audience</th>
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</thead>
<tbody>
<tr>
<td>January 18, 2013</td>
<td>5:00-7:00pm</td>
<td>Community Room Bryan Coyle Center</td>
<td>Community</td>
</tr>
<tr>
<td>January 25, 2013</td>
<td>5:00-6:00pm</td>
<td>Community Room Chase Building Riverside Plaza</td>
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</tr>
<tr>
<td>February 15, 2013</td>
<td>5:00-6:30pm</td>
<td>Safety Center</td>
<td>Youth</td>
</tr>
<tr>
<td>February 19, 2013</td>
<td>4:30-5:30pm</td>
<td>Community Room Chase Building Riverside Plaza</td>
<td>Parents</td>
</tr>
</tbody>
</table>
Be part of a community discussion on **Library Resources** for Cedar Riverside.

**Date:**
Friday
January 18, 2013

**Time:**
5:00 – 7:00 pm

**Location:**
Community Room
Brian Coyle Center

What is needed?
What would they look like?

Come have some light snacks and tea.

Get YOUR voice heard!

Join the conversation.
Community Focus Group

Ka Qeyb qaado Ra’yi isdhaafsi Ku Saabsan Waxbarasho Laga Sameyn Doono Xaafadda Cedar-Riverside

Maxaan u baahan nahay? Sideese u sameynaa?

Maalinta:
Day of the week
February 19, 2013

Saacadda:
4:30 – 5:30 pm

Madasha:
Community Room
Chase Building

Waxaan bixin doonaa cunno iyo shaah.

Fadlan nagala soo qeyb gal wada hadalkan.

Kaalay oo CODKAAGA ka dhiibo
Sea parte de una conversación sobre Recursos Bibliotecarios en Cedar Riverside

¿Qué se necesita? ¿Cómo serían?

Fecha:
Viernes
25 de enero, 2013

Hora:
5:00 – 6:00 pm

Lugar:
Community Room
Chase Building

Ven disfruta de unos refrigerios y té.
Se parte de la conversación.

¡Deja que se escuche TU opinión!
B4. Focus Group Agenda

5:00pm  Welcome by Hussein/Abdulkadir (15 minutes)
- Invite people to get food
- Be clear that there will be a lot of talking and listening but if people would like to write comments or suggestions we have pens and paper available on the table.
- Purpose of the meeting
- Goals for the evening

5:15pm  Questions and Answer Time (60 minutes)

6:15pm  Closing (5 minutes)
- Thank you for attending!
- Mention the next meeting and pass out flyers
B5. Transcribed Notes for Community Focus Groups
Community Forum Meeting Notes 01.18.13

The Somali president was visiting – the community found out last night, and so we had a lower than expected turnout, to say the least. Overall, 8 people attended. We began with five participants and three more people came in at 7 pm, when food came out. One who was clearly interested and two others did not really participate in the conversation.

While waiting for participants, we began with an icebreaker: Two truths and a lie. Started with the actual questions at 6pm (though it was supposed to start at 5).

A community partner made primary introduction in Somali and the facilitator introduced us as well.

Facilitator: We are in the opening stages of the project. We need information from the community because this project is for the community. We are going to create an action plan that can be carried on by the community after we are gone; specifically we are partnering with the WBCC and RPTA.

(A community partner translated throughout, sometimes another community partner would help out as well which did prove quite useful).

Question and Answer Period

- We talk about library resources and what they may be, but we want to know what do you think of as library resources?
  - Female Participant: Space, quiet, full of books, things to study, Internet. You can go and find what you need; get computer access because lots of people don't have them [computers or internet access] it, and the Internet is free at libraries. Everything is free. It is more than needed in this neighborhood; we have a lot of young people going to school, and I think it is the only neighborhood that does not have a library.
  - Community partner: thinks there may be other neighborhoods that do not have libraries
  - Female Participant: We are a very dense neighborhood. Maybe build one [a library, on the] Dania hall site; the need is there and people have talked about that. Group meeting space. Also, safety is an issue, if they [students] are studying late, they should not be walking home at 1 or 2 am.
  - Elder: The first thing I think of [when I think of libraries is] a place where people can go to study and read; it is need service in the neighborhood; it also has to be spacious. It is for both for young and old people (clarification from translator: should be accessible to both). It is also a place where teachers and instructors should be available so people can get the instruction/training they need.

Because of our traditions; we are Muslim; we would like it if the library had a separation of genders. That is what comes to my mind.

It has to be also a place that is attractive, beautiful, warm and welcoming.

This is an area with many people and does not have a library, and that is terrible.
Students often have to walk far away to go to the library; but if it were here, they would have more time [clarification from translator/transcriber: The time they use to travel to the library could be used instead to study].

- Male Participant: I think a library is a source of knowledge. I also will say it is needed in this neighborhood; essentially needed.

  It is a place where students can get homework help.

- Female Participant: Place where you can get books for projects. Tutoring help.

- Male Participant: Library resources means it is for the new generation – I am not worried if I can go to the library downtown, but when it comes to little kids, age of 5, when they start reading, learning their ABCs, the library is one of the most important things.

Most of the families here are poor, often single parent families, and then they have kids they should take to the library but they can’t; if they can send them to the library with someone they know it would be helpful [I think this is building off of the idea that if the library was closer to home, more people would be willing to go their and one adult could take other children]. They can pick up the language [English]; it would be helpful; educational resources need to be accessible.

- Community Partner: Library is a place where culture is maintained and further developed, and as East Africans we don’t have a place like that in our state to help us maintain our language and culture. It should be a place where people can get resources in terms of if I want a job – resume help, interview techniques. Maybe I want to become a doctor and I can ask someone [librarian] if there is a book [about becoming a doctor], and I can learn about career development.

The fact that we don’t have a library that caters to our unique need is unfortunate.

Also, it can be a place/forum for debates and exchanging ideas.

- You mentioned Franklin and Downtown libraries – let’s talk about them.

  - Male Participant: What they have at home may not be enough; and they go to school but they come home and want to practice what they learn in school – without going to the Downtown or Franklin Library but going to somewhere closer.

    Franklin and Downtown are the closest libraries, but not very convenient.

    [I know someone, a younger person] who reads a lot, [but when he goes to the library] it’s like one time shopping, he gets as much as he can, books, movies [DVDs?], but he keeps them 2-3 weeks [possibly/unfortunately they get overdue fines?]

    They [the family?] had to take a special trip just to return the books. Also, there is a cost because he has to take the train [light rail].

- Follow up question: Did they have to pay a fine?

  - Male Participant: [I think so].

  - Community Partner: I forgot to return some books once and it was a $6 fine.

  - Female Participant: [She uses] the Franklin and Downtown libraries but they are not always convenient, she has kids, and has a lot to do.

    It is not convenient in terms of parking.
• What resources do you use? You mentioned books, DVDs.
  - Community partner: The resource center is only for kids 18+.
    Even kids who want to study, they struggle and fall behind because they don’t have the space to study; they are cramped in a 2-bedroom apartment.
  - CHANCE: What about Trinity Congregation? Do people use that resource or know about it?
  - Female Participant: I don’t think a lot of people know about it.
  - Male Participant: Cultural sensitivity [culturally, the Islamic community does not feel comfortable sending their children to a Christian organization even if it is for a secular purpose (a place to study and receive homework help). There is a concern that the kids will be “Churched”]
  - Community partner: [It is an unfortunate fear, no not fear] unfounded concern. But there is something else I wanted to talk about – I was visiting with people [possibly more than one person, but definitely one mom with children] and noticed that one of the children could not read or write. So I said, “Don’t you read to this boy?” and the mom said, “I don’t have books, I work, he goes to day care, I don’t have a car…” Hussein offered to drive her to the library.
  - Community partner: There are barriers - Language, culture, distance. People are working. Library is secondary.

• How do children do their assignments?
  - Community partner: They don’t. A lot of people think computers are for older people.
    If Brian Coyle was a library, it would serve the community in a much better way…
  - Male Participant: They don’t – they watch TV
  - Community partner: There are some that come to Brian Coyle to study, but not many.
  - Male Participant: There are 300 kids, it is not a quiet place to study.

• You mentioned Brian Coyle as a good space for a library if we could wave a wand and make it so – what other spaces do you think would be a good library space?
  - Community partner: The building that may be moved – it is being preserved. No one knows what they want to do with it.
  - Female Participant: Charter school/plaza?
  - Community Partner: The library at the Charter school is very small, and the problem with the Plaza is only people in the plaza would have access.
  - Male Participant: The Dania Hall space would be good.
  - Community partner: There is a plan for that. There is also a plan for Lot A – to develop it – grocery store, gym, maybe a library . . . ?
  - Male Participant: (We) need a library! Educational resources…?
  - Community Partner: It has to be attractive to the developer too.
• Facilitator: The need is here now . . . Thinking of this project long term [we think of a] library building. In the meantime, if we are talking about all these things, what is your top priority?
  - Male Participant: Space. Study space, where kids can get books, instead of going out and getting other things, they can go where they will have space and comfort.
  - Facilitator: A quiet place to study
  - Male Participant: Funds. We need to look where the funds will come from, who will pay.
  - CHANCE: When you look for funds, you have to be clear about where you look and what you want to do.
  - Male Participant: If we have funds, they will consider our want . . .
  - CHANCE: Maybe; the Dania space would be a much more likely possibility.
  - Female Participant: Dania Hall is a great space –
    A. It is owned by the city.
    B. If all the stakeholders get together and leverage money, there would be a high chance of turning that into a library.
  - CHANCE: Get all the business owners, county, etc. – no one wants to see that space empty, there is more crime, etc. But at the same time it has sat empty for ten years.
  - Male Participant: The community has no access to city / county officials.
  - CHANCE: Pressure the C-R Partnership to have those conversations.
  - Community Partner: Ambush the C-R Partnership, put it in the agenda, get their support. Meetings between stakeholders are important . . .
  - Community Partner: We are getting ahead of ourselves. We should talk about what is doable. We need space. We can probably get books and other stuff.
  - We have a building sitting right here – it is up for grabs. They are going to move it and put it in the parking lot of the mall. They are going to “dump” it somewhere. But we can use it, [we need to/ or I have?] speak to Bianca Fines.
  - Community Partner: I went to that meeting. The developer asked to destroy it, but they can’t – it is historic. So I said, library or study space, we have a lot of youth hear and we need that. But I don’t see a lot of support for that from the community. They looked at moving it to Dania Hall, but the developer was not happy about that. I said they would come up with money / support to get books there, etc. So . . .
  - Community Partner: We need the voice of the community to unite, to be heard.
    We need a bigger space.

• Facilitator: I am hearing that we need to get the community together and show the long-term need.
  - CHANCE: But somebody has to move that
  - Community Partner: They have the money (Fine Associates) to develop this lot, and they can’t do that unless they move it. In a way, they are already going to move it. Problem: Then we will have a building in the middle of a parking lot in our neighborhood . . .
- Community Partner: The conversation ended there [at the meeting with Fine Associates?], they talked about giving the building to artistic groups [he mentioned that couple times, unsure what he means?]. They are developing an MOU and are asking the developers if it is possible that they would hear from the people in the community? Bianca said yes – they are willing to sit with a group but we need the community to come together.
- The building needs to be moved by you, we have the money?
- CHANCE: Once the building is moved, Daral Kuba is moving? Perhaps that could be a library space?
- Community Partner: They are moving that . . . as well . . . ?

// Food break: resumed at 7pm

- Long-term sustainability of the project. What are some of the things that will make this project sustainable long term?
  - Female Participant: Space will make it sustainable – we have to find space. Space is the key. Also, since it is going to be a community project, we need more youth to be involved. We did not have youth tonight [at the community meeting/focus group], but frankly they’re the ones going to be benefitted, so we need to do a focus group with them, have them get ideas, etc. They are going to benefit, so they need to be involved.
  - Community Partner: I think you are asking how does this continue after you graduate in May so it doesn’t become another report that gets shelved. I think the WBBC and RPTA should have it integrated into their activities on behalf of the tenets and the West Bank – they can continue to push it forward. If need be, CHANCE can work on another aspect of this next semester.
    NRP, RPTA – nonprofits that are here – should take the leadership.
  - Female Participant: I don’t think we need to do this another semester. I think this should be enough. We know this is a need, it is there, so we need action.
  - Community Partner: [Are you asking] how can we make it sustainable in the sense of funding or resources?
- Facilitator: All of it, funding is one piece, space is another piece. We also need human capital.
  - Community Partner: For the WBCC, this year and last year, I am trying to re-activate the land use committee, which is responsible for any land in the neighborhood, and they work closely with NRP. What we can do – select a chair of that committee to meet once or every-other week. We can also talk about how to sustain as the project goes forward. That can be something the WBCC does. We will ask help of NRP and RPTA – we can ask in our Feb. or March meeting to have CHANCE students come and talk about this; warm up with the idea of the land use committee. In February or March have CHANCE present and go from there. . .
  - Female Participant: Also, CHANCE does a great job. [They should] compare [the issues in our neighborhood with those in other areas, to find out] what works in other states, other places; figure out how they overcame those issues, find out what are the possibilities for grants, etc.
  - Elder (Community Partner translated): He was summarizing what he missed.
- Elder: Further explaining. The main thing is space can be found in the area, the main thing is finding the support we need for the project – community support.

- Community Partner: As for upkeep, sustainability, I think it will take 2 things – get the community to take part. We need a way to fund it; money from outside sources may not always exist. We should also think about how the library itself can generate money- i.e. Press conferences, book releases, fundraisers, etc.

- Male Participant: Most important thing is information, not just books, but postings from the community, etc. Connecting people within the community. Second thing, side note, since I have been living here, all I have seen is a bunch of businesses; there is no sense of home – it is a place for businesses. A library close to home would make it more like home – [like how a school helps completes a community, so to does a library]. We need to see “home” not businesses. I would not want to raise my kids here. If there were kids running around, I would want a library.

Closing
- Facilitator: Thank you for coming, this information will be very helpful for us. We have fliers in Somali and English.

- Male Participant is a board member on RPTA and WBCC?

- More people are involved the faster it will happen.

Community Forum Meeting Notes 01.25.2013

Pre-meeting chat:
- Male Participant: If you really want a good turnout, you need to talk to women in the community.

- Anyone . . . female participant, [turning to another female participant] female participant?

- Male Participant: In this community, they will likely use library resources in a different way.

The community likes one stop shopping, one place they can go for many things, so if the library resources were in Brian Coyle or in this building that would be helpful. The parents check out materials for their kids.

When you meet with parents, they will emphasize education related services and it would be really hard to find space and personnel to run such programs.

Idea- partner with organizations already doing this and then invite them to spaces here.

IF you want to create a traditional library with books, Internet, etc., it would be really tough.

[He has seen needs in the neighborhood that could be filled by doing outreach programs similar to ones HLC already does] The outreach department works with seniors and people in jail – outreach employees go there once a week; he has forms for prisoners and seniors to fill out what they want – one week turnaround.

He does not know if the county would do this because of finance issues (it stopped because in 2007 there was a merger between Minneapolis and Hennepin County) – there was a book mobile that would come to the neighborhood one a week, but there is now a financial issue with this...
Also, I know it is information gathering right now but keep in mind the concept of using a public library is new to a lot of community members and they associate a library with education because of the books; even though there is a lot of databases online. They also need employment help, and almost all the application are online and there is a lack of high-speed Internet and quality computers in the area. Even if they have a computer they may not have high speed Internet and all the software they need to do school work.

- Hennepin County Outreach runs the book mobile program.

- Facilitator – ultimately they would love a library here, but what can we do in the meantime?

- Male Participant: Books at Coyle are really outdated and that makes him really upset. A lot of the kids are good readers but sometimes it can be challenging to get them good books to read. Once you get space, then you can implement some of the ideas the community shares with you.

  Challenge: People will tell you need they need a space where kids can get community help, where tutors can read with kids. It will not only be a space with internet and books but with services as well – it will be a challenge, but talk to the young people – some of them play games, they will tell you they need fast internet. After school homework help will be a definite.

  ...

- Transportation is an issue
  - Male Participant (7th grade): I go to Franklin Library, in the afternoon, on Saturdays, sometimes Tuesdays.
    He has been to the Central library 2 or 3 times.
  - Male Participant: Because it is a very small community – more interaction with people – Central library is HUGE [and can be overwhelming?], [people mostly use Franklin library?]

**Question and Answer Period**

- Facilitator: What kinds of things to you think of when you hear “Library”?
  - Male Participant (7th grade): Place to study
  - Female Participant (Women in black scarf): Library is highly needed here because I have to send my kids to the train or bus to get to the library. She goes to the one on Franklin Avenue.

- Facilitator follow up question- is it a safety issue?
  - Sometimes [Female Participant] doesn't go because it is a safety issue.
  - Female Participant: We need resources for younger kids. (Child development?)
    [A freshman and a sophomore joined the group, both females]
Female Participant (sophomore): Need computers. [She also things of] Tutors, especially those that speak foreign languages, now [if you go to the library] there is science help, social studies help, but no language help.

[Another gentlemen entered]

Female Participant (sophomore) and Female Participant (freshman) use Franklin library. Female Participant (sophomore): It is the closest one to Cedar other than Augsburg, and they sometimes use Augsburg, basically to stay [study?] after school or look for books on a project.

Male Participant: Wilson library used to be open to public, I used it and [at one time] it was very easy for high school-ers to use it, but now youth from this neighborhood are followed and often seen as trespassing.

I used to study there, he was involved in a lot of afterschool activities and public libraries closed at 9 but Wilson was open until midnight. A lot of the students hear now are followed, asked questions, sometimes trespassed.

Female Participant (sophomore): Issue now, transportation to getting other libraries- it is cols, gets dark and can be scary.

Male Participant: This community is now more like a city – 5-10 thousand people, we should have capacity for everything that a city gets but unfortunately we don’t even have a library. What is the benefit of a library? Kids get afterschool help, they can get help reading books.

(Facilitator reviewed the list and he added): Book readings.

He can’t even walk to catch the bus; it would be easier if the kids could just walk to the library.

If they can get is not this area, it is going to change dramatically in terms of academically in the school, if we had resources where the library could do everything that you want …

[5:56 pm, another woman entered]

Facilitator: How do you access these resources’ right now?

Male Participant (7th grade): Before his dad got Internet connection at the house, he would get all his information at school.

Female Participant (freshman): She catches the train and goes to Franklin library and stays there until she gets everything done, like 8pm, but mostly they don’t need to stay until and usually they just do it at school.

Female Participant: No matter how much help kids get at home with their projects and so forth, library is essential because that is where they get [materials?] Kids not only get books there but they also can get books teachers mention; [libraries are also important because] they [help] develop a culture of education and are more likely to study and learn.

When kids are watching cartoons, they learn that libraries and books are important; her daughter asks her when are they going to the library to get books? The next day she asks the same thing.
Male Participant: The challenge is that a lot of the parents who really value education and want the best education for their kids, so they buy books; but once they read the book once they don’t read it again; rather than checking out a book for free – a lot of parents are not aware of it.

Parents would ask me where to buy a book and I say you don’t need to buy it, you can check out 30 books on one card at HCL. Last year was 100, but 30 is still a lot.

Female Participant: Sometimes when you bring kids to the library, you face problems – if it is cold, and you have kids in a stroller, it is hard to get the stroller on a bus so we limit our trips to the library.

Also when you bring items [home from] the library, sometimes you cannot go back right away, [if the weather is bad, you might be a few days late], then you incur more charges.

Facilitator: So it seems free . . .

Female Participant: There is a problem that happened in the past, immigrants from here did not know where to go, and they would go to University library, and they would be arrested, and now that has changed because people are starting to learn there are different libraries you go to if you are in University or not.

Kids need to be taught to use library at an early age, they would be more inclined to go to the library and take advantage of it. I am happy that this young boy shows up here and shows his mind is ready for education. You need more people here, it is such an important enterprise. You need to be patient with people here.

Facilitator: So how can talk effectively with more people?

Female Participant: The best way would be for people who are well known in the neighborhood like Community Partner to go to individuals with a flier and try to get people to understand they have a vested interest. [People with no] vested interest would be best conveyors of the need for these meetings.

The young people (three or four, definitely the two in high school) never go to Brian Coyle.

Female Participant (sophomore): Brian Coyle is a small library and more a place to socialize than study.

Facilitator: If Brian Coyle is not a place to study, where do you study?

Female Participant: Brian Coyle would make a great library

Female Participant (sophomore): Brian Coyle would need more rules and would need to be strict about the rules, have sign up sheets, keep track of what they do, that would be helpful. No one keeps track of anything that happens.
- Female Participant: There is no privacy, you walk away from your computer and then someone may take your computer.

- Facilitator: If you had to choose, what would be the one thing you really want to see in the community? Number 1 and Number 2?
  - Female Participant (sophomore): Tutors and computers.
  - Male Participant (7th grade): Safety and transportation, because parents would worry. [If the resources were here in the neighborhood, they would feel safer].
  - Female Participant (sophomore): I would suggest they have fun activities in the summer [libraries] so kids would go there in the summer. Go outside and read books together; do fun math games.
  - Community Partner: Last year, there was $10,000 given to NRP to start butterfly program/garden – Hussein wanted it so kids could go there and learn about nature.
  - Male Participant (7th grade): Summer programs at school help kids succeed in readings, the Timberwolves reading – do 500 pages, the top readers get to go to a Timberwolves games, they also have pizza parties as an incentive.
  - Male Participant (7th grade) goes to International School?
  - Female Participant (sophomore): I remember my freshman year, I had to take Spanish, and it was really hard but no one could help me and the teacher did not speak English very well / teach very well.

- Facilitator: How do you think the community could support this project after we give the action plan to Abdulkadir and Hussein?
  - Female Participant (sophomore): People have to show up.
  - Male Participant: [he wanted to comment on past questions] The way you are talking about the library, it looks like it is for young children, but needs to be for adults too, for example, a computer learning class, to teach them how to use Word, how to email, computer skills.
  - Another idea to bring people in: Start a Somali language class to interest both adults and young children.
  - Community Partner: Added value of teaching younger students their mother tongue. Also, sometimes elder people get bored staying inside. It would also be helpful to have stories, stories about yester years.

- If we had all the money in the world, where would the library go and what would it look like?
  - Female Participant (sophomore): Within walking distance
  - Community Partner: Would have public speaking available
  - Female Participant (sophomore): Youth and adults would have their own sections.
  - Female Participant: Lots of people don’t go to the library because it is far; but it would be helpful for elders to help them learn English.

- Facilitator: Would it be helpful to have classes during the day for adults?
  - Male Participant: Women are stay at home moms and don’t have a place to go talk and learn, so that is a good idea.
  - Female Participant: That is a great idea.
Community Partner: Borders (before it closed) had a great story area with a little stage – my daughter loved it, Saturday morning story times at 10 and 11 am.

I have one question – where does library fit in on a scale of 1 to 5, among things like safety, housing, etc., 1 being not important, 5 being very important.

Female Participant: five out of five IF it is here.

Female Participant (sophomore): 4 out of 5

Female Participant (freshman): 5 out of 5

Male Participant: 5 out of 5

Male Participant (7th grade): 5 out of 5

Female Participant: Next time you have a focus group like this, I will inform parents that I know about this.

Female Participant (sophomore) and another Female Participant: Academy – quite a drive, 45 percent of the people who live in the area, our bus is pretty packed.

Female Participant: We are doing a good job, but next time we will work with you to bring a bunch of people in.

Facilitator: We will let you know about our next meeting. (It will be different- our other meeting was scheduled the night of Cam Gordon’s).

Community Partner: I have their numbers

Many thanks etc.

Community Forum Meeting Notes 01.25.2013

Pre-meeting chat:
- Issue at South High School -> food fight, led to a greater fight.
  5:05 pm we have 8 people

Question and Answer Period
- Participant: we need a 24-hour library in this community.
- Older gentlemen: Library is like a social network, status, etc.
- Participant: We have a library at Coyle that people use a lot, but if we had a library in the Plaza, a lot more students would come and study. But the kids can’t use the library at Coyle – and no one uses it. The books are old.
  Books needed: Political books, math science, for kids, etc.
- Participant: To us, education is very important to us...the less we have sports books, the things that don’t teach anything, we don’t need. We need books to get their grades up. Many kids have books but they don’t read them.
  Tutoring is very important. Homework is more important that reading. Some tutors go to the people’s homes.
- Participant: Couches
- Participant: comfortable places to sit/read
- Participant: Computers; updated ones that are faster than the ones that Brian Coyle Offers. Most of the little kids use computers to do their homework.
- Participant: A space for debates?
- Give girls a place to hang out that is maybe small and comfortable, because the guys have "the pool spot" but girls don't have anything similar.
- Participant: Access to WiFi

- Facilitator: Other things a library brings? Or educational resources?
  - Study room
  - Homework groups
  - Meeting space
  - Quiet space, not social space.
  - Snack bar, lounge space
  - Staffing -> who will pay for this?
  - Clean, our own selected librarian.
  - Participant: We need space! In this community, ages 18-21, there is NO space for them. They can use Brian Coyle until 18, but then they are put out on the streets because they have nowhere else to go, and they start to run with the wrong crowd, crowds they would not normally run with.
    (Side note: this sounds like an issues related to jobs/college as well….)

- Facilitator: There are different types of spaces, which is most important – social or quiet?
  - Lounge
  - Brian Coyle – you have to pay $2 to pay
  - Participant: If we build a library, it would create a lot of employment for the youth
  - Participant: I am from Ohio and I went to Franklin library but did not like it, and it is very far, you can’t walk in the winter, and you have to pay.
  - Participant: I guarantee you if this library is built, more women will use it then men.
  - They use Wilson and Walter Library – you have to have an ID.
  - Participant: U of MN has always had a funny approach to this community. The U is a public institution, even though students are priority. They tend to reject that. They say no, we only think U of MN students can use the library. They will stop us and ask us for and ID for no reason.
  - Participant: Security is suspicious of what you are carrying in your pockets, asking what you are doing, are you hear to study.

- Facilitator: Has it happened to you?
  - Participant: One time.
  - Older gentlemen: When they go to Franklin Library, other students tagged because they are from Somalia…
- If a mom had a space here to read books to her kids she would, but she has to take a train all the way to downtown…

- Participant: Most students don’t go to Central Library- They are afraid of what may happen, kids are assaulted, people are assaulted downtown.

- Participant: A lot of dangerous activities downtown.

- Facilitator: How did you get a card?

  - Participant: I went with a friend to Wilson and got a card to use the library, friend gave me his ID, they asked for my age and then I got a card.

  A library is very important for 14-15 year olds. Tutoring is important.

  Some students get the help they need at school, staying later. And they have a late bus.

- Participant: People have computers at home but they are slow

  There is a resource center but you have to be 18 or older, or someone over 18 must be with you. After 6, you only have 1hr 45 min, b/c they clear everyone out at 745, so you have access kind of but they are not really the computers you need.

  There are websites that Brian Coyle blocks as well [which ones?]

  They only have one user, so all the people using it store their files on it, and with that many files it becomes really slow.

- Participant: 24 hour service would be ideal

- Community Partner: Imagine it is 9pm and you have a paper you need done. What do you do? Do it at home?

  - Participant: Usually you can’t study at home because the TV is on, your siblings are running around.

  - You have to do it at school.

  - Community Partner: if it is snowing?

  - Do it at home

  - Community Partner: Would your grades improve if you have a place to do this not at home?

  - Yes

- Facilitator: When you stay after school to do work, how do you get home?

  - After school bus (respondent goes to Lincoln)
  - Mom picks me up
  - City bus, school is on Como Avenue (have a pass to take city bus?)
  - Community Partner: There are different satellite libraries at U of MN and Augsburg, why don’t you use them?

  - You can’t stay after 10pm.

  - Community Partner: What about Carlson?

  - You can’t stay after 9pm.

  - Do they have a valid reason?
Participant: There was a time 2007-2008 people stole bikes outside the community and it escalated and they took the communities privileges away. You cannot walk in a group on U of MN campus. They will stop you.

If you take out books from U of M, you have to pay a deposit, $30 per book.

- Participant: There was a time 2007-2008 people stole bikes outside the community and it escalated and they took the communities privileges away. You cannot walk in a group on U of MN campus. They will stop you.

- Facilitator: So if you need books for projects, where do you get them?
  - School library. You have to bring the books back the next day.
  - McKnight/RPTA office, but only 5-15 people fit.
  - Participant: I stay at school 3 days a week to get help from teachers. Then it is 4-5 pm and my mom needs help, so I don’t always finish my homework. There is no quiet space.
  - Community Partner: Why don’t you use Brian Coyle?
    You have to be 8th grade or under to be there before 6pm, high schoolers don’t get access until 6pm.
  - Community Partner: So you need a space open 4-5 hrs /day?
    Need our own space, where an adult won’t tell you to get up and go away.
    Van Cleve Park is a space we go, it is open until 9 or 10 pm.
  - Participant: I don’t understand what the point is going all the way there if you are going to be harassed by the police.
  - Community Partner: Do you feel safe at Franklin?
    - No. [even less safe at downtown]
    - Mothers have so many duties on day to day basis, she can’t take her kids to the library, ...
    - Can’t send a child alone, need money to take train, etc.

- Facilitator: What do your younger siblings do?
  - Participant: I help my younger brother however I can, let him use my laptop but it is hard to get books.
  - Community Partner: It is more dangerous in the weekend.

- Facilitator: You mentioned mothers a lot, are most of them single, are their fathers?
  - Participant: There are fathers, most of them are working, to pay bills.

- Facilitator: We did not talk a lot about ESL classes; is there a need for Somali books/ Oromo?
  - Older people, they want some help, for them to translate, for them to help them do work.
  - Participant: Whenever there are issues, we translate, me and my older brother. They can listen in English and Somali, and that would help them learn English words. They want to preserve their culture, like speaking only Somali at home. Reading folktales…?

- Facilitator: You just hit on language and culture.
  - Community Partner: How many of you can read Somali?
    - only 2
  - Community Partner: If there was a Somali class here, would you take it?
- Would you be willing/interested? [one responded yes]
- It is part of the curriculum at South High School.
- Do you all speak Somali? Completely bilingual?
- Yes.
- Community Partner: Nope. Participant is good. *laughter*
- Community Partner: What do you do when you need to write essays? Internet? Books?
- Participant: they are all on twitter, Facebook.
- Participant: Some schools let you borrow a laptop to do your homework, but there is no point if you don’t have Internet access.

**Facilitator: Internet at Brian Coyle?**
- Doesn’t always work. [Community Partner can’t always use it].
- Facilitator: What do you think we need to make any of these projects sustainable? How do you see yourselves as part of this?
- Staffing…
- Get more support from our parents, tell them about it
- Create awareness, this is important for kids, etc.
- Tell them this space is available and they should use it.
- Participant: Each person should come down, do their work, get to know each other.
- If they can’t go to Brian Coyle, it is cold outside, what are they going to do?
- Also, it is dangerous at night, in the dark.

**Facilitator: What kind of danger?**
- You see people run if they see security, police, they run – so they don’t live in Cedar, but they come here to do deals, etc.
- There is Cedar-phobia.

**Facilitator: Crime has gone down, but if people don’t believe it, than it doesn’t mean anything. What you know is safe.**
- Community Partner: Do you feel safer than a couple years ago?
- Yes
- Kid was beat up here by the light rail; his nose was fractured… they come from Franklin.
- Community Partner: They were arrested on the train
- Participant: Somali community and Native Americans [native African Americans…] have been fighting for a long time . . . we hope it won’t get to a gun violence issue, but it may.
- Community Partner: A lot of parents are sending their kids to charter schools [Somali charter schools] because they fear they may loose their culture and they may be bullied.
- Community Partner: When you hear library, or when you think about it – what is the first thing that comes to mind?
- Books, books, books, education, education, graduate, learning things, more knowledge, working and safety, quiet space.

Facilitator/Community Partner will email the flyer to a participant
- What would make you feel more comfortable using Wilson library?
- Tone down the harassment & we want to check out books.
- Change the card requirements for the IDs. – maybe be allowed to use their state ID
- Participant: we want our own library
- Participant: But in the meantime we would like to use Wilson but honestly those books are University level, so most people would not use them
- Community Partner: Would you use the library at People’s center?
- To far to walk.
- Participant: Library inside the plaza will help a lot.
- Community Partner: What about Daralkuba? Would that be ok (nearness)?
- That would help.
- The reason we should have closer libraries so we don’t have to walk very far.

Conclusions
- Thank you’s and Goodbyes

Community Forum Meeting Notes 02.19.2013

NOTE: most of the notes are paraphrasing, but: [] = paraphrasing

Men and women sat on opposite sides of the room. …

- Female Participant: I lived in this neighborhood for ten years, and sometimes when my siblings needed to print late at night they would go to Wilson; but it is hard to use Wilson library, my siblings used to go there to print sometimes but it is a hostile environment. …

Now, you need a card /login to access the computers, before you didn’t. We really need a place for this community.

Ten people, but one female participant left early (I chatted with her before hand) so we had nine, plus 2 or 3 kids. Two more adult women entered with a few more children at about 5:30pm (the meeting was supposed to start at 4:30pm). Several more people showed up at 5:35.

Total: 13 adults, plus Female Participant who left = 14, children: 7

Meeting introduction

- Facilitator: I am an immigrant, and I think we need to get together to have things happen, to have our voices heard. I am interested in helping that happen, and that is why I am here, a part of CHANCE.
- Hussein: I am from WBCC, I am here because I think the youth could really use a place to study.
- Male Participant (The gentleman working on getting a library in Somalia): He lives here and welcomes this project; there is great need for a library in this community; U of M library doesn’t allow us to take books out, you have to put money down; [can’t study Math, science, chemistry, we don’t have the resources] the closest libraries are not safe; the community – E. Africans would benefit greatly from a library.

- Male Participant: Has been in this country about a month, from Kenya, and he already knows that the closest library is Franklin and he ahs to catch the Train to get there, and he would welcome a library here so he would not have to catch a train.

- Male Participant: Works in the city and supports any initiative that would help our youth.

- Scott: loves libraries

- Female Participant: Lives in the neighborhood, and she came because she wants to support the library project she heard about, specifically to help youth.

- Female Participant: I live here and came here to help support the library, and I want to help youth and adults

- Female Participant: Lives here, she came here because she supports library resources and to set up a library here.

- Female Participant: She lives here, and says we need a library

- Female Participant: She came here because she is a mother, she has kids of various ages -high school, middle school- and she has a lot of trouble with books; she has to travel, she gets fines because they don’t always get back on time, sometimes the books get damaged, and if she had library [near by it would be convenient]

- Female Participant: Works for Fairview health commons, I am a mother and I am here because I support this project, I have a preschool child and [she?] needs to be read to.

- Abigail: I did my undergraduate at the U, and I want to do something that I hope will amount to something, to help people, not just write a paper that my professor will read and then I throw away.

**Question and Answer Period**
- What do you think of when you hear “library”
  - History
  - A place of learning
  - A place of knowledge
  - A place where you can build someone’s mind
  - Books, specific books--religion books (resources) A lot of different kinds of books
  - Peaceful
  - Volunteers
  - Teachers
  - Safe
  - Research materials
- A place where we can read and write
- A place where you can learn
- Internet access
- Fax
- [Photo] Copier
- Close location/locality
- Research center/center of research
- Homework help (follow up question from Facilitator: Is homework help different from teachers?)
- Answer from community member (woman): Teacher= traditional sense of teachers, during the day, whereas homework help= afterschool)
- Adult education
- ESL
- GED
- Vocational training
- Child development/early childhood development
- Place where elders can meet, converse, discuss neighborhood issues, etc.
- Place where community can meet to have presentations, talks, exhibits, etc.
- Parental training
- Mentorship

Follow up question from Facilitator- different ages?
- Both- all ages?
- College preparation
- Cultural/language classes, Somali language classes

Facilitator: What are the resources needed for mentorship?
- Resources, funds, volunteers, training, man power, sports resources
- Referral system – so if you want to take swimming lessons, or learn a sport, they would have information for you- like a resource center.

Facilitator: So there is no library now, how do you access some of these resources right now?
- You have to travel, go places

Facilitator: Where do you go?
- Franklin and Downtown

Facilitator: You have to travel now, why is that an issue?
- For new comers, when it is close it is very easy
- We go to those libraries because we need homework help and books, and so you go because you need to.
- I have no means of transportation so I take train, bus, but sometimes it takes too long.
- Facilitator: We talked about safety, is that an issue because of transportation?
- My issue is not more with safety but more with time.
- Sometimes, at night, for young people that is a concern and we are fearful.
- Facilitator: Is it a concern just that adults have for youth?
- For everyone, sometimes people snatch purses.
- So having a library here is safer because it would be a lot closer.
- It would alleviate the time it takes for us to travel.
- Facilitator: So there is no library now, how do you access some of these resources right now? ESL?
- Wherever we can find it
- Franklin
- Facilitator: Are other organizations available to provide homework help other than Brian Coyle?
- E Building, [but is no longer there?]
- Facilitator: It is not enough, does that mean not enough room for children?
- Yes
- We have a lot of needs; we cannot get all those needs at the same place, at the same time. We go wherever we can to get what we need, that takes time.
- Facilitator: We mentioned Internet, but not computers. Are computers a need too?
- In Somali lexicon. It means the same. They are all linked together.
- Facilitator: So when you need Internet, where do you use it?
- Some of us have computers at home.
- Having a computer or Internet does not matter because if I am not able to access what I need and to print it, in our area, computer alone does not help, because we cannot print.
- You need instructions so parents know how to go online and get the resources they need, and a library could help with that.
- Some libraries have specific resources you can only use at the library, not at home.
- Facilitator: Where do you go now?
- Library, downtown
- RPTA (But that costs money?)
- E building?
- Facilitator: Do you use labs at Brian Coyle or are they more for the youth?
- There are specific times for the adults.
- Wilson library, the Internet, but the money –
- Facilitator: there is a cost?
  - 10 cents per page- [adds up.]
  - Anything I wanted to say has already been said but I agree with it.
- Facilitator: What about study space, if your children or you need to study, where do you go?
  Franklin or Central.
  - They stay in the school itself
  - We go to the library to get the books, sometimes kids tear a page up, sometimes they get damaged, thrown in the garbage. Also we have to travel, it is a hassle to go all the way there, and watch the books. If you could eliminate one it would be helpful.
- Facilitator: Is there a reason you prefer Franklin to Central?
  - Closer
  - There is only one bus (you don’t have to change busses…?)
  - One lady only goes to central and takes the train
- Facilitator: There is also a library we seldom hear about in Dinkytown, on the other side of the University; most people do no know it is there…
  - We have never heard of it
  - One participant says he drives to East Lake library (youth, male, probably 16?)
- Facilitator: If you had to pick 2 or 3 things, what would they be?
  [Most of these came from women, many men left for prayer]
  - History, resources,
  - Early childhood
  - Place to meet
  - Homework help
  - College prep
  - Books
  - Safe
  - Close location
  - Place of work
  - Work place resources: build resumes
- Facilitator: adult education?
  - Kind of, one said it is related, one not
- Facilitator: could it also be interview prep, applications?
  - Yes…
- Would that be a priority?
  - Yes
- ESL
- Place of knowledge
- Male Participant: close location, place of learning, safe, ESL
- Parental training
- Build your mind
- Place where I can get someone to teach me and my kids

- Final comment/quotes:
  - Female Participant: I am happy you are working on this, the notion of getting a library, study space -We really need it
  - By God it is a good idea

- Interview with latecomers: For computers and Internet where do you go?
  - Home; we study at home, you use what you have

**Conclusions**
- Thank you's and Goodbye
### B6. Community description of library resources

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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| **Space** | • quiet space  
• place that is attractive, beautiful, warm and welcoming  
• spacious  
• place where people can go to study and read  
• comfortable  
• coffee shop/snack bar |
| **Services** | • full of books  
• things to study  
• books for projects  
• access to the Internet/ Wi-Fi  
• group meeting space  
• computer access  
• everything is free  
• homework help  
• tutoring  
• teachers and instructors available for training  
• resume help, interview techniques and other workforce resources  
• forum for debates and exchanging ideas  
• child development (resources for younger children)  
• multilingual staff  
• story time  
• visiting authors  
• printing, fax, copying  
• adult education (GED, vocational)  
• ESL  
• talks  
• exhibits  
• parenting classes  
• mentorship (all ages)  
• college preparation  
• cultural/language (Somali) classes  
• resource center for classes outside of community (referral) |
| **General** | • source of knowledge  
• place of learning  
• accessible to both young and old people  
• place where culture is maintained and further developed  
• a separation of genders (Muslim tradition)  
• space for women  
• a place where you can build someone’s mind |
APPENDIX C. Methods: Literature Review

The literature review was conducted for four main purposes. First, it provides a foundational basis regarding the importance of library resources. Second, it outlines the major national, state and local laws regulating libraries. Third, it provides examples of how other communities with the same sorts of library resource problems as those facing Cedar Riverside overcame these struggles. And finally, it explores the creative ways communities around the U.S. and other parts of the world provide library services. Most of the material was found online using Google and search engines available from the University of Minnesota Library System (i.e. EBSCO Host).
APPENDIX D. Methods: Interviews

The structure of our meetings, or semi-formal interviews, varied slightly, but most began with a few questions aimed at exploring potential opportunities for increasing Cedar Riverside’s access to library resources. Most interviews took place at offices or a local coffee shop.

a. Abdirahman Mukhtar, Youth Learning and Literacy/ Somali Liaison, Hennepin County Libraries

In order to better understand the services available from the HCL system and in particular the Central and Franklin branches, it proved helpful to navigate through the HCL website. In so doing it became clear that HCL's resources might not be fully utilized by the community (for further details on how the community access library resources, see section 2, Community Meetings). Therefore, the team requested a meeting Abdirahman Mukhtar, who, in addition to formerly working as the Somali Outreach liaison at HCL, is a former resident of the Cedar Riverside neighborhood. Indeed, Mr. Mukhtar remains active in the community and provided several insights into the current library resources available and how HCL may partner with Cedar Riverside in the future (for currently available HCL resources, see Tables 4, 5 and 6; for recommendations on how to strengthen the partnership between Cedar Riverside and HCL, see Action Plan).

b. Eden Bart, Program Officer, Minnesota Humanities Center

In 2006, the Minnesota Humanities Center published a series of bilingual books called the Somali Bilingual Book Project. Seeking to understand how this project had come to exist and how the community connects with it, the team contacted Eden Bart, a Program Officer at the organization. Though she was not part of the original project, Ms. Bart's expertise on the availability and variety of bilingual resources opened the door to potential collaborations with the community. Currently the bilingual books are available on special order, however videos and readings of the book in both English and Somali are available online for free. With this in mind, Ms. Bart suggested holding discussion groups using the guide put together by the Center and connecting with the authors and illustrators of the series. There is also interest in sharing the knowledge on how to use the available resources that are available through the Center's website. Another potential collaboration could be an initiative similar to the Reading Together Project, which "seeks to address the lack of children’s books that speak to the experience of being an Asian Pacific Islander (API) child or youth in the United States". 
c. Walt Stull, Executive Director, Cedar Riverside Community School

The Cedar Riverside community school is in the heart of the neighborhoods housing complex. There are roughly 150 students in grades K-8 as of 2012. In order to better understand the needs, current usage and accessibility of library resources to this particular population, the team requested a meeting with Walt Stull the executive director. The school has constant contact with many residents of Cedar Riverside given that they are parents of students. The school holds a monthly parent meeting with them. Mr. Stull showed interest in the project and willingness to connect the team to the parents in order to invite them to a focus group. In regards to the usage of existing library resources by the school’s students, Mr. Stull suggested meeting with Malcolm Currie, one of two instructors who regularly take their student to the Central Library in Downtown Minneapolis.

d. Malcolm Currie, Social Studies Teacher, Cedar Riverside Community School

One of the conducted interviews included an informal observation of students from the Cedar Riverside Charter School en route to the Central Library. While on the Metro Transit Light Rail train, the team conversed with Malcolm Currie, a social studies instructor at the Cedar Riverside Community School. He informed us that the recurring field trip allows students from the Charter school to check out books for school reading assignments. Students request books online which are placed on hold for them and when they arrive at the library, they pick up their books (each one student is issued a library card) and then may explore.

In part, the field trip is a product of the school’s own limited library collection. However, when asked about a book delivery system, wherein someone (perhaps a volunteer or Hennepin County employee) brings the books to the school, Mr. Currie stated the tri-weekly school field trip is important for reasons beyond obtaining borrowed materials, though he appreciated the sentiment behind the question. He further elaborated on the benefits of the field trip: It allows students opportunities for engagement in the wider community while learning about public libraries and the resources they offer.

e. Karen Williams, Associate Librarian, Wilson Library

In order to better understand the dynamics of the relationship between Cedar Riverside youth and Wilson Library, the team interviewed an associate librarian, Karen Williams. When it was noted that there may be some general feelings of apprehension from community members, Ms. Williams showed concern and stated library policy is to treat all those who enter the library in the same manner. She assured the team that Wilson Library staff seeks to ensure a pleasant
experience for everyone, not just University students. In addition, Ms. Williams noted Wilson Library computers, books and spaces, spaces, from study carrels to tables to the comfy chairs, are open to all community members.

The conversation with Ms. Williams also brought to bear several possibilities for partnership, ranging from donating old computers to a Wilson Library “meet and greet” time for Cedar Riverside residents (these ideas are expanded upon in the recommendations section). Most notably, the library was among those chosen to receive funding for a “Muslim Journeys Bookshelf,” which will house various materials on Islamic culture and faith. Focusing on this new feature, the library held an event in April and is planning for two more events this fall (2013).

f. Kit Hadley, Director, St. Paul Libraries

Kit Hadley is currently director of the St. Paul Public Library and was formerly director of the Minneapolis Public Library. Several key points came out of the discussion with Ms. Hadley. She iterated that both the HCL and St. Paul Library have a relatively high library branch per capita, which suggests the likelihood of Hennepin County building a new branch library in the Cedar Riverside neighborhood is low. Despite the apparent needs, the proximity of the Central, Franklin and Southeast branches dictates that a new library is not currently necessary. Even if the neighborhood were to build its own library, the annual operating costs present a challenge. Ms. Hadley felt that the best approach was to form a network of resources that would address individual community concerns rather than focusing on a one size fits all approach. Study space might be found in one place, books and reading space in another, while computer resources could be in a third space. Two potential allies she mentioned were Hennepin County Commissioner Peter McLaughlin and Nancy Homans, Policy Director for St. Paul mayor Chris Coleman, who is connected to the Cedar Riverside community as a member of the Trinity Church. One possibility could be a Homework Help partnership with the church’s existing program.

Ms. Hadley suggested exploring the potential for creating library tours to the Central Library to allow community members to become more acclimated to libraries in general and the Central Library in particular. She also recommended the possibility of reserving rooms at the Central Library that could be used by groups of Elders and checking out the HCL’s Teen Central Program.
## APPENDIX E. Summary Table of Currently Existing Resources and Community Defined Resources Needs

### Space

<table>
<thead>
<tr>
<th>Community Defined Need</th>
<th>Resource Available</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quiet space</td>
<td><strong>Franklin Library</strong></td>
<td>• Study space</td>
</tr>
<tr>
<td>• Place where people can go to study &amp; read</td>
<td></td>
<td>• Community meeting space</td>
</tr>
<tr>
<td>• Group meeting space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spacious</td>
<td><strong>Minneapolis Central Library</strong></td>
<td>• Study space</td>
</tr>
<tr>
<td>• Comfortable</td>
<td></td>
<td>• Small group meeting space</td>
</tr>
<tr>
<td>• Space for women</td>
<td></td>
<td>• Large group meeting space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Community meeting space</td>
</tr>
<tr>
<td></td>
<td><strong>Southeast Library in Dinkytown</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Wilson Library</strong></td>
<td>• Study space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small group study space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Large group study space</td>
</tr>
<tr>
<td></td>
<td><strong>Augsburg Library</strong></td>
<td>• Study space</td>
</tr>
<tr>
<td></td>
<td><strong>Brian Coyle Center</strong></td>
<td>• Study space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small group meeting space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Large group meeting space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Community meeting space</td>
</tr>
<tr>
<td></td>
<td><strong>RPTA</strong></td>
<td>• Small group meeting space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Large group meeting space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Community meeting space</td>
</tr>
<tr>
<td>Community Defined Need</td>
<td>Use</td>
<td>Resource Available</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| • ESL                  | ESL classes                | • Brian Coyle Community Center  
• Franklin Library  
• Minneapolis Central Library  
• Riverside Plaza Tenants Association (RPTA)  
• Somali Adult Literacy Training (SALT)  |
|                        | Conversational English     | • Minneapolis Central Library                                                                                                                     |
| • Homework help         | Homework help              | • Franklin Library ([online and in person](http://example.com))  
• Melsa-Metro Public Libraries ([online](http://example.com))  
• Local Schools  
• Riverside Plaza Tenants Association (RPTA)  
• Trinity Lutheran Congregation  |
|                        | Homework Help for Teens    | • Hennepin County Libraries ([online](http://example.com))                                                                                       |
| • Place full of books   | Reference and Research     | • Franklin Library  
• Hennepin County Libraries ([text, email, IM, phone](http://example.com))  
• Minneapolis Central Library  
• Southeast Library  |
| • Cultural/language resources | New Immigrant Resources  | • Hennepin County Libraries  
• Riverside Plaza Tenants Association (RPTA)                                                                                                      |
| • Resume help           | Job and Careers            | • Hennepin County Libraries                                                                                                                       |
| • Cultural/language (Somali) classes | Somali Culture  | • Lincoln International High School  
• MN Humanities Center  |
### Other Resources

<table>
<thead>
<tr>
<th>Community Defined Need</th>
<th>Use</th>
<th>Resource Available</th>
</tr>
</thead>
</table>
| • Computer access            | Computers/Internet | • Brian Coyle Community Center  
| • Access to the Internet/ Wi-Fi |                | • Franklin Library  
|                               |                | • Minneapolis Central Library  
|                               |                | • Riverside Plaza Tenants Association (RPTA)  
|                               |                | • Southeast Library                                                               |
| • Fax                        | Fax            | • Riverside Plaza Tenants Association (RPTA)                                        |
| • Printing                   | Printing       | • Brian Coyle Community Center  
| • Copying                    |                | • Riverside Plaza Tenants Association (RPTA)  
|                               |                | • Wilson Library                                                                  |

For specific location information on the above-mentioned resources available go to [http://goo.gl/maps/VLMV4](http://goo.gl/maps/VLMV4).
APPENDIX F. Useful Contacts

The following table indicates the contact information of people and organizations interviewed for the purpose of this project. These are potential collaborative partners.

<table>
<thead>
<tr>
<th>Person/Organization</th>
<th>Contact Information</th>
<th>Partnership Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdijhani Ali Imam</td>
<td>(612) 275-2512</td>
<td>Owner of old 400 Bar space</td>
</tr>
<tr>
<td>Dar Al-Hijrah Mosque</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdirahman Mukhtar</td>
<td>612-543-8115 (office)</td>
<td>Expertise on Homework Help, youth advocacy and outreach to Somali community</td>
</tr>
<tr>
<td>Youth Learning and Literacy</td>
<td>612-220-2989 (mobile)</td>
<td></td>
</tr>
<tr>
<td>Hennepin County Library</td>
<td><a href="mailto:amukhtar@hclib.org">amukhtar@hclib.org</a></td>
<td></td>
</tr>
<tr>
<td>Ali Turner</td>
<td>612.462.9155</td>
<td>Link to Hennepin County Library Systems - expertise on services</td>
</tr>
<tr>
<td>Communication</td>
<td><a href="mailto:aturner@hclib.org">aturner@hclib.org</a></td>
<td></td>
</tr>
<tr>
<td>Hennepin County Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bruce Pomerantz Library Development</td>
<td>651.582.8890</td>
<td>Provide information on library statistic/ on State Library Systems</td>
</tr>
<tr>
<td>Specialist</td>
<td><a href="mailto:bruce.pomerantz@state.mn.us">bruce.pomerantz@state.mn.us</a></td>
<td></td>
</tr>
<tr>
<td>Hennepin County Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eden Bart</td>
<td>987 Ivy Avenue East St. Paul, MN 55106</td>
<td>Bilingual resources, missing narratives project, connection to authors and illustrators</td>
</tr>
<tr>
<td>MN Humanities Center Somali Folktales Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eduardo Christ</td>
<td></td>
<td>Upgrade/maintenance of space in Riverside Plaza</td>
</tr>
<tr>
<td>Regional Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sherman Associates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jim White</td>
<td></td>
<td>Owners of 1500 Building</td>
</tr>
<tr>
<td>Fine and Associates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen Williams Associate University</td>
<td>(612) 626-4190</td>
<td>Use of computers, resources and study space in Wilson Library</td>
</tr>
<tr>
<td>Librarian for Research and Learning</td>
<td><a href="mailto:kaw@umn.edu">kaw@umn.edu</a></td>
<td></td>
</tr>
<tr>
<td>University of Minnesota Libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathie Doty</td>
<td>612-625-4383</td>
<td>Connections between Hennepin County and the U of MN</td>
</tr>
<tr>
<td>Director Hennepin-University Partnership</td>
<td><a href="mailto:kdoty@umn.edu">kdoty@umn.edu</a></td>
<td></td>
</tr>
<tr>
<td>(HUP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person/Organization</td>
<td>Contact Information</td>
<td>Partnership Role</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Kelly Allen</td>
<td>612-348-3081</td>
<td>Access to information at a County level</td>
</tr>
<tr>
<td>Clerk</td>
<td><a href="mailto:board.clerk@co.hennepin.mn.us">board.clerk@co.hennepin.mn.us</a></td>
<td></td>
</tr>
<tr>
<td>Hennepin County Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kit Hadley</td>
<td>651-266-7073</td>
<td>Expertise on libraries</td>
</tr>
<tr>
<td>Director</td>
<td><a href="mailto:kit.hadley@ci.stpaul.mn.us">kit.hadley@ci.stpaul.mn.us</a></td>
<td></td>
</tr>
<tr>
<td>St. Paul Public Libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malcolm Currie</td>
<td><a href="mailto:darius44us@yahoo.com">darius44us@yahoo.com</a></td>
<td>Expertise on use of library resources by the community</td>
</tr>
<tr>
<td>Social Studies teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-R Community School</td>
<td><a href="mailto:currie@crcs-school.org">currie@crcs-school.org</a></td>
<td></td>
</tr>
<tr>
<td>Mohammed Jama</td>
<td>612.695.0192 (mobile)</td>
<td>Connection to youth in Cedar Riverside; collaborate with and organize youth to increase their presence</td>
</tr>
<tr>
<td>(PARTICIPANT)</td>
<td><a href="mailto:jama3032@gmail.com">jama3032@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>General Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CR Youth Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nancy K. Walton</td>
<td>651.582.8881</td>
<td>Collaboration in the use of resources and space in Riverside Plaza</td>
</tr>
<tr>
<td>State Librarian and Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MN Department of Education</td>
<td><a href="mailto:nancy.walton@state.mn.us">nancy.walton@state.mn.us</a></td>
<td></td>
</tr>
<tr>
<td>Seyou Nurie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cedar Riverside Adult Education Collaborative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Gangl</td>
<td>612.626.2281</td>
<td>Connection with potential volunteers and donation of books</td>
</tr>
<tr>
<td>Library Liaison for Jewish Studies, Philosophy, Religious Studies and Holocaust &amp; Genocide Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Minnesota Libraries</td>
<td><a href="mailto:s-gang@umn.edu">s-gang@umn.edu</a></td>
<td></td>
</tr>
<tr>
<td>Frederique Schmidt</td>
<td>763.381.8151</td>
<td></td>
</tr>
<tr>
<td>Breck School</td>
<td><a href="mailto:frederique.schmidt@breckschool.org">frederique.schmidt@breckschool.org</a></td>
<td></td>
</tr>
<tr>
<td>Walt Stull</td>
<td>1610 South 6th Street Minneapolis, MN 55454</td>
<td>After hours use of school as study space</td>
</tr>
<tr>
<td>Executive Director</td>
<td>(612) 626-4190</td>
<td></td>
</tr>
<tr>
<td>C-R Community School</td>
<td><a href="mailto:wstull@crcs-school.org">wstull@crcs-school.org</a></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G. Compilation of Existing Resources

Similar to the literature review, the team researched various library services online that are available in the area. In addition to online research, the team talked to various individuals that work in library systems regarding what resources may be helpful to the community.
APPENDIX H. Library Laws

National and State Laws

The Library Services Act was first enacted in 1956 and was succeeded by the Library Services and Construction Act (1964–1996) and by the Library Services and Technology Act (LSTA) (1996–present). LSTA is part of the Museum and Library Services Act, which created the Institute of Museum and Library Services (IMLS) and established federal programs to help libraries and museums serve the public.85 Among the several activities of the IMLS as outlined in the U.S. Code of Laws, they are charged with identifying “national needs for and trends in museum, library, and information services” and developing plans to improve library (and museum) services, strengthening “national, State local, regional, and international communications and cooperative networks.”86 The law also requires the institute to work collaboratively and consult with “State library administrative agencies” as well as other relevant organizations.

While LSTA funds help support many library services in Minnesota, as the LSTA Five-Year Plan itself notes, it is only one source of funds.87 Legacy funds provide another source for various library projects. The product of a Constitutional Amendment voted on by Minnesotans in 2008 wherein Minnesotan’s decided to increase sales tax 3/8 of a percent in order to improve Minnesota’s land, water, and legacy, the funds are allocated between five different categories. Libraries receive funding from one of these five, the Arts and Cultural Heritage Fund.88, 89

One of Minnesota’s twelve regional library systems (Metropolitan Library Service Agency, MELSA) developed and recommended several goals concerning the use of Legacy Funds to its libraries, among them, to “[c]reate cultural opportunities to serve the diverse demographics of our residents” and “[h]ighlight the unique role/position of public libraries in the cultural life and

86 The other two objectives are “(2) measure and report on the impact and effectiveness of museum, library, and information services throughout the United States, including the impact of Federal programs authorized under this chapter; (3) identify best practices.”
heritage of our communities, region and state."\(^90\) Overall in 2012-2013, the Arts and Cultural Heritage fund provided state libraries with $996,000.\(^91\),\(^92\) However, to place this in perspective, HCL’s 2013 (planned) library operating budget alone is over $70 million.\(^93\) Furthermore, Legacy and LSTA funding do not appear as revenue items within the HCL budget.\(^94\)

**Hennepin County Laws**

The library budget is reviewed by the Library Board,\(^95\) which is appointed by the County Board. While mostly advisory, it can acquire duties delegated to it by the County Board. According to statute, the Library Board “shall . . . make recommendations on any matter pertaining to the library system to the county board,” and its duties “may include, but are not limited to, the establishment of rules governing library operations, review of the annual operating budget for submission to the county board, development of a long-range plan and acceptance of gift and trust funds.”\(^96\) The Board was given all these powers by a County Commissioner Resolution.\(^97\)

---


\(^91\) Ibid.

\(^92\) Hennepin County, Minnesota, “2013 Libraries Operating Budget: $70.1 million,” accessed May 11, 2013 at http://www.hennepin.us/portal/site/HennepinUS/menuitem.b1ab75471750e40fa01dfb47ccf06498/?vgnextoid=b9f6ab235762c310VgnVCM10000099fe4689RCRD.

\(^93\) Ibid.

\(^94\) Conversation with Hennepin County Librarian/Communications employee. Not sure why, but county budgets and government accounting in general are known for being cumbersome. For instance, Internet libraries receive an “e-rate,” meaning they do not pay as much for Internet. They also collaborate with county departments who do some of our other services.


\(^97\) Hennepin County Library, “Bylaws of the Hennepin County Library Board.”
APPENDIX I. Muslim Journeys Flyer

Muslim Journeys Book List

The Bridging Cultures Bookshelf: Muslim Journeys is a collection of books, films, and other resources chosen to familiarize the American public about Islam and the cultural heritage of Islamic civilizations around the world. It is intended to address both the need and the desire of the American public for trustworthy and accessible resources about Muslim beliefs and practices and the cultural heritage associated with Islamic civilizations. Most titles are at public libraries in the Twin Cities. For details, visit Muslim Journeys Bookshelf-TCMN at https://www.worldcat.org/profiles/s-gang/lists/3111394

visit www.worldcat.org to find a library near you that owns these books

Acts of Faith by Eboo Patel
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Arabian Nights (anonymous), edited by Muhsin Mahdi, translated by Husain Haddawy
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library
Anoka County Library

Art of Hajj by Venetia Porter
Hennepin County Library

Broken Verses by Kamila Shamsie
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Children of Abraham: Judaism, Christianity, Islam by F. E. Peters
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Columbia Sourcebook of Muslims in the United States, edited by Edward E. Curtis
Hennepin County Library

Conference of the Birds by Farid al-Din Attar, translated by Dick Davis and Afkham Darbandi
Available at several college libraries; use Worldcat Or request via interlibrary loan at your library

Dreams of Trespass by Fatima Mernissi
Ramsey County Public Library
Hennepin County Library
Saint Paul Public Library

House of Stone: a memoir of home, family, and a lost Middle East by Anthony Shadid
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library
Anoka County Library

Butterfly Mosque A Young American Woman's Journey to Love and Islam by G. Willow Wilson
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Book List continues on back of this sheet

The Bridging Cultures Bookshelf: Muslim Journeys is presented by National Endowment for the Humanities in cooperation with American Library Association Public Programs Office and All Vural Ak Center for Global Islamic Studies, George Mason University. The program was provided by a grant from Carnegie Corporation of New York. Additional support for the arts and media components was provided by the Doris Duke Foundation for Islamic Art.
House of Wisdom: How Arabic Science Saved Ancient Knowledge and Gave Us the Renaissance by Jim Al-Khalili
Hennepin County Library
Saint Paul Public Library
Anoka County Library

In an Antique Land by Amitav Ghosh
Ramsey County Public Library
Hennepin County Library

In the Country of Men by Hisham Matar
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Islamic Arts by Jonathan Bloom and Sheila Blair
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Leo Africanus by Amin Maalouf, translated by Peter Sluglett
Hennepin County Library
Saint Paul Public Library

Minaret by Leila Aboulela
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Hennepin County Library
Saint Paul Public Library

Ornament of the World [how Muslims, Jews, and Christians created a culture of tolerance in medieval Spain] by Maria Rosa Menocal
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Persepolis: The Story of a Childhood by Marjane Satrapi
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Prince Among Slaves by Terry Alford
Hennepin County Library
Saint Paul Public Library

A Quiet Revolution by Leila Ahmed
Hennepin County Library
Saint Paul Public Library

Rumi: Poet and Mystic, edited and translated by Reynold A. Nicholson
Check local college libraries for a copy
Or request via Interlibrary loan

Snow by Orhan Pamuk, translated by Maureen Freely
Ramsey County Public Library
Hennepin County Library
Dakota County Library
Saint Paul Public Library

Story of the Qur’an: Its History and Place in Muslim Life by Ingrid Mattson
Check local college libraries for a copy
Or request via Interlibrary loan

When Asia Was the World: Traveling Merchants, Scholars, Warriors, and Monks Who Created the “Riches of the East” by Stewart Gordon
Ramsey County Public Library
Hennepin County Library
Saint Paul Public Library

DVDs:

Islamic Art: Mirror of the Invisible World check Worldcat
Koran by Heart check Worldcat
Prince Among Slaves Hennepin County Library

Learn more about Muslim Journeys at z.umn.edu/mj
Susan Gangl, University of Minnesota Libraries 612.626.2281 s-gang@umn.edu
APPENDIX J. Map of Library Resources In and Near Cedar Riverside
LIBRARY BUILDING CONSTRUCTION PLANNING CHECKLIST

A grant application preferably begins two years before the first blank line is completed.

Whether it is the city council or county board, the library board, or a building planning committee, community representatives have the responsibility to plan for and provide a public library that fulfills the community needs. The local public library director or a library consultant guides decision-makers in identifying community needs and determining library services and programs. This outline serves as a planning activities checklist. If a renovated or new library building is part of the solution, the planning will provide the information needed for a construction grant application.

State Library Services staff are available to explain how to accomplish these activities. Call 651-582-8690 for assistance.

I. Eligibility and procedures
   A. Member in good standing with appropriate regional public library system
   B. State Rules 3530.0200 (Grant Application)
   C. State Rules 3530.0400 (Notification, Review, and Request for Additional Information)
   D. State Rules 3530.0500 (Grant Awards)

II. Regional Public Library System
   A. Determine involvement in planning
   B. Determine involvement with building design

III. Community Involvement
   A. Identify community library needs with meetings for suggestions on desired library services, needed improvements
      1. General public hearings
      2. Targeted meetings, for example:
         i. New Americans
         ii. Non-traditional higher education student
         iii. Parents
         iv. Seniors
         v. Students
         vi. Underserved

IV. Staff Involvement
   A. Obtain ideas from staff
   B. Staff reviews plans as they develop

V. Strategic Plans
   A. City/County development plan
      1. Population trends
2. Business and industry trends

B. Library
1. History
2. Mission
3. Goals and roles
4. Strategic plan based on community involvement (Item III) and city/county development plan (Item V. A).
5. Objectives and activities for strategic plan
   i. What services are to be offered?
      a. Form follows function/services dictate space needs
   ii. Building decisions
      a. Construct new building
      b. Renovate existing library building
      c. Renovate existing building into library

C. Regional Public Library System
1. Does local library plan fit within the regional system’s strategic plan?

VI. Future Operating Budget
   A. Additional services
   B. Additional hours
   C. Additional staff
   D. Additional overhead
   E. Cost savings from new/renovated building efficiencies

VII. Local Government
   A. Support trend (Past 3-5 years)
   B. Future increased commitment
   C. Grant agreement
      1. Reviews prior to submission
      2. Understands state requirements

VIII. Public Support
   A. Attendance at planning meetings
   B. Submission of public comments
   C. Library usage trends (Past 3-5 years)
   D. Newspaper editorials, letters to the editor, and online social networking forums
   E. Fundraising

IX. Architect
   A. Selection
   B. Informed of potential use of state bonding money
   C. Knowledgeable on accessibility building code requirements

X. Review Construction Laws, Rules, and Other Documents
   B. Sustainability building guidelines for new buildings
      1. Minnesota Statutes, section 16B.325 (Sustainability Building Guidelines)
      2. Sustainable Building Guidelines (Version 2.1)
   C. Minnesota Statutes, section 134.45 (Library Accessibility and Improvement Grants)
   D. Public Library Building Accessibility Survey.
   E. Minnesota Statutes, sections 177.41 through 177.43 (Prevailing Wages)
F. Minnesota Statutes, sections 216C.19 - 216C.20 (Energy conservation)
G. Flowing and surface water
   1. Minnesota Statutes, Chapter 103F (Floodplain Management)
   2. State Rule, Chapter 6105 (Wild, Scenic, and Recreational Rivers)
   3. State Rule, Chapter 6120 (Shoreland Management)
H. State Library Services accessibility and improvement grant guidelines
I. State Library Services accessibility and improvement grant applications

XI. Review Requirements for Projects Costing $1.5 Million or More
   A. Minnesota Statutes, section 16B.335 (Review of Plans and Projects)

XII. Architectural design requirements
   A. Applicable state architectural design requirements
   B. Square footage based on population trends
   C. Flexibility for evolving technology
   D. Library site considerations
      1. Room for expansion
      2. Proximity to retail business center
      3. Proximity to schools
      4. Proximity to residential complexes
      5. Accessible by pedestrians, bicyclists, motorized carts
   E. Special needs
      1. Accessibility
      2. Children
      3. Underserved populations
   F. Possibility of meeting rooms with exterior entrances
   G. Exterior lighting
   H. Parking

XIII. Fundraising
   A. Need
   B. Schedule
   C. Leaders
   D. Identify potential large donors
   E. Grants other than from state
      1. Identify sources
      2. Identify submission dates

XIV. Additional Resources
   A. Public Library Space Needs: A Planning Outline
      An on-line planning guide by Division for Libraries, Technology and Community Learning, Wisconsin Department of Public Instruction
   B. WebJunction Space Planning
      The online portal for library information provides resources in a section devoted to space planning.

The Planning Checklist was developed April 2006 by Bruce Pomerantz, Library Development Specialist, State Library Services, Minnesota Department of Education, 1500 Highway 36 West, Roseville, MN 55113. Revised June 2008, November 2012.
APPENDIX L. Brian Coyle Plan for Expansion
## APPENDIX M. Strategic Action Plan Summary

### Short Term

<table>
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<tr>
<th>Opportunity</th>
<th>Approach</th>
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| Create sustainable neighborhood capacity         | **Establish a Cedar Riverside “Friends of Literacy” (CRFOL) group**  
  - **Purpose:** increase and maintain the community’s access to library resources in a sustainable manner  
  - **Who:** WBCC & RPTA to engage larger community participation  
  - **How:** Use the WBCC’s Neighborhood Relations Committee as to house the initiative, while RPTA provides three to five community members to be part of the effort. Individual volunteers can be appointed for specific projects. |
| Improve access to current resources               | **Promote Wilson Library resources**  
  - **Purpose:** strengthen and foster relationships between the community and library staff  
  - **Who:** Community members & library staff  
  - **How:** Volunteers appointed by RPTA & the WBCC along with Wilson Library work on innovative ways to engage the community (i.e. “Muslim Journey’s” Shelf event, “meet and greet”)
  **Library Volunteers Escort Program**  
  - **Purpose:** reduce community member unfamiliarity with HCL  
  - **Who:** Volunteers from various sources & library staff  
  - **How:** Guided tours of the Central Library for neighborhood residents with opportunities to use on site services. |
| Mobilize Partnership Opportunities                | **Strengthen Areas Of Collaboration With HCL System**  
  - **Purpose:** foster collaborations to increase access to community-identified needs  
  - **Who:** RPTA, WBCC & HCL staff  
  - **How:** HCL can provide expertise regarding the training and management of volunteers for a homework help program and other literacy services. RPTA & WBCC would coordinate volunteers & logistics |
| Open up Spaces in Cedar Riverside                | **Establishing a Reading Room in the McKnight Building**  
  - **Purpose:** Establish a centrally located multipurpose space designated for literacy & learning  
  - **Who:** CRFOL & Sherman and Assoc. staff  
  - **How:** Remodel the community room in the McKnight Building within Riverside Plaza in order to create welcoming “reading room” & study space. |
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<th>Opportunity</th>
<th>Approach</th>
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| Open Cedar Riverside Community School Classrooms After Hours               | **Purpose:** Increase the study space available to students  
**Who:** CRFOL & Community School staff  
**How:** Exploratory discussion on potential use of school space during hours when it is not in use |
| Increase community engagement in literacy                                 | **Book Fair**  
**Purpose:** Increase community awareness of the importance of literacy in people’s daily lives  
**Who:** WBCC, RPTA partners & volunteers  
**How:** One-time or annual event in which the community is invited to explore literacy (i.e. information on the importance of reading, poetry readings, story times, book giveaways) |
|                                                                             | **Weeklong Celebration of a Culture of Knowledge**  
**Purpose:** Promotion of Cedar Riverside as a community, building stronger connections within and outside the neighborhood  
**Who:** WBCC, RPTA, partners & volunteers  
**How:** Multi-day celebration around the love of books and the creation of a ‘culture of knowledge’ (i.e. cultural events, story time, literacy related arts and crafts activities, book giveaways, author and illustrator guest appearance, get library card on site) |
|                                                                             | **Reading Circles**  
**Purpose:** Provide opportunities for community members to connect and build awareness around literacy  
**Who:** CRFOL & community members  
**How:** Provide space for elders to read and discuss topics |
| Long Term                                                                  | **Pursue the possibility of renovating Brian Coyle**  
**Purpose:** Support the proposed plans for renovation of Brian Coyle Community Center to expand the available library resources  
**Who:** CRFOL & Brian Coyle staff  
**How:** Look at the existing plans for renovation and the potential capital campaign alongside criteria from the *Library Building Construction Planning Checklist* |