# Community-Led Libraries Toolkit

**Working Together**

STARTING US ALL DOWN THE PATH TOWARD DEVELOPING INCLUSIVE PUBLIC LIBRARIES

## Tool 1
COMMUNITY ENTRY

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*At the point of community entry, we are outsiders. As the Community Development Librarian in Regina, I did not live in the North Central community, nor had I ever worked at the local library branch. The community residents did not know me and did not trust me. At times, this made me feel uncomfortable and isolated. It took time and patience to get past this initial feeling. Being an outsider definitely took me out of my comfort zone. I can see it being a stumbling block for many librarians.*

– Patti-Lynne McLeod, Community Development Librarian

# Definition

Community entry is the process by which library staff enter community spaces intending to meet people where community members are most comfortable. Reaching socially excluded community members means leaving the library and being willing to accept that this might create an initial degree of discomfort and anxiety for library staff.

# Rationale

Community entry is the beginning of a community-led approach. If no further relationship building occurs, then it is simply a way to deliver library services to community groups in a traditional library outreach model. As part of a community-led approach, community entry is the first step toward knowing and understanding a community and working collaboratively with them to develop library services. Techniques and strategies for community entry help make it possible to meet and get to know socially excluded community members who are seldom in the library.

# Application

There are many community entry techniques and strategies, just as there are many communities. You might need to try several or all of the techniques described in this Tool, as well as your own ideas, depending on factors such as whom you are trying to reach, the geography and culture of the neighbourhood, the relationship of the library in the community, and the amount of time you have.

LIBRARIANS IN THE WORKING TOGETHER PROJECT USED THE FOLLOWING TECHNIQUES AND EACH IS EXPLAINED BELOW.

- Third-Party Facilitated Approach (Service Provider)
- Door-to-door and Neighbourhood Walkabout
- Word-of-Mouth
- Community Events
- Outreach Activity

## Technique 1: Third-Party Facilitated Approach (Service Provider)

This approach focuses on identifying and meeting service providers who work with socially excluded people. This can happen in a number of ways, and you can explore these ideas in *Tool 2: Community Mapping*.

The purpose of developing the relationship with the service provider is to eventually meet individual community members who use those services. You may need to meet with service provider coordinators on several occasions in order to build their trust in the library, and their understanding of what could be accomplished, before they offer you opportunities for connecting with their clients.

ⓘ HERE ARE SOME THINGS TO KEEP IN MIND WHEN YOU ARE IN A SERVICE PROVIDER'S SPACE:

- Be clearly identified. Sometimes, community members are hesitant and uncomfortable around strangers, while at other times they will be more eager to talk with a new person than with service provider staff. In either case, name tags are necessary.

- Observe and learn about the relationship between service providers and the community. Some agencies are not well regarded by the community that they are intended to serve. Assess whether you wish to enter the community through this service provider.

- While the goal is to work directly with the community members, it is important to regularly consult and collaborate with the service providers. Ensure that visits and activities do not interfere with agency staff's routine programming or generally hectic times.

- Be clear about wanting to meet the service provider's clients, not just their staff. This is important because sometimes what the service provider wants for their clients is not the same as what their clients want for themselves. For example, one organisation wanted the library to offer Excel courses and was adamant that this was what their clients wanted. When the clients were consulted, they talked about many things they would like from the library, but never mentioned Excel courses.

- Service providers can draw people into the conversation and help make the situation more comfortable for everyone. At the same time, they may influence the interaction you have with community members and you need to be alert to this possibility. For example, at one agency, the manager introduced the Project librarian to a community member because the manager wanted him to access literacy materials. At first, the person was polite but indifferent. But after talking with the librarian, he found out he could get materials for practicing Romanian, his heritage language. Then, he became extremely interested because Romanian was important to him for reconnecting with his father and grandparents. In this case, the service provider had been instrumental in making the all-important first introduction, though it was not initially for the right reasons.

ⓘ THE FOLLOWING EXAMPLES SHOW HOW PROJECT LIBRARIANS CONNECTED WITH THIRD PARTY AGENCIES TO FACILITATE COMMUNITY ENTRY.

*have a look* →

### YOUTH RESOURCE CENTRE

*Broadway Youth Resource Centre (BYRC) is a drop-in centre for teens and young adults. The centre provides services such as a resource room, skills training, assistance with finding housing and employment, and other forms of support. The resource room is also a safe place for youth to go if they simply want a place to hang out, which makes it an ideal location to meet community members directly and build relationships. The Working Together Project made the initial contact through several of the staff at BYRC, including the resource room co-ordinator. We stressed the importance of being able to work directly with centre's members and explored the possibility of having weekly hours for one of us to "hang out" and build relationships with the centre's youth. Staff were open to this suggestion and quite willing to schedule regular hours for us to visit.*

*– Randy Gatley, Community Development Librarian*

### HALFWAY HOUSE

*Without the help and support of the representative from John Howard Society of the Lower Mainland (JHS), a support organisation for federal parolees, it would have been impossible to begin to drop in at Guy Richmond Place, one of their halfway houses. At this point, the House was still fairly isolated in the community and both the residents and staff were very cautious about visitors. The JHS representative provided formal introductions to House staff and residents as well as a House tour. She also outlined House protocols and expected behaviours. All this made it possible for me to return regularly to an organisation that would not normally have let me in. This, in turn, let me get to know the residents of the House in the comfort of their kitchen over a cup of coffee and a doughnut.*

*– Annette DeFaveri, Community Development Librarian*

### VARIETY OF OPPORTUNITIES

*The third-party approach differs from group to group. In one organisation, the connection to the community is through a weekly lunch drop-in. This allows an opportunity to talk to people and meet them repeatedly over many months. At another organisation, the librarian who provides computer training drops in for coffee and brings computers with her. This opens the door to developing relationships with the people who hang out there, as well as offering to help people who are interested in learning about computers. At still other organisations, we have received invitations to attend Aboriginal feasts, anniversary celebrations, neighbourhood clean-ups, and special event days. Through participating in a third-party facilitated approach, residents start to see our library as being interested in them and their opinions. From this, relationships and trust develop.*

*– Patti-Lynne McLeod, Community Development Librarian*

### TARGETED SERVICE PROVIDERS

*In Toronto, I targeted certain agencies in order to ensure the opportunity to interact with a wide range of community members. At the Food Bank of the Anglican Ministry, I was able to spend a significant amount of time hanging out before the weekly hampers were given out, chatting and meeting community members. The partnership with the Flemingdon Park School Age and Family Centre allowed me to speak with parents who, for the most part, used the library only for their children, but did not use the library for themselves. Through that third party, I was able to attend parent-child programs that were offered at the Centre and talk with the parents about their library use and the kinds of programs that they would like to see for themselves.*

*– Sonia Pacheco, Community Development Librarian*

## Technique 2: Door-to-Door and Neighbourhood Walkabout

Going door-to-door means meeting people in their neighbourhoods and introducing yourself to the community. It is an opportunity to initiate discussions about the individual, the library, and the community. This approach begins a dialogue with community members about what they might want in terms of library services and helps staff learn about the lives of community members.

This approach is not about "selling" or promoting existing library services to the community. Rather, it focuses on listening to community members who may not use the library regularly to gather their impressions of library services. These discussions can often shed light on the barriers many people face in accessing library services.
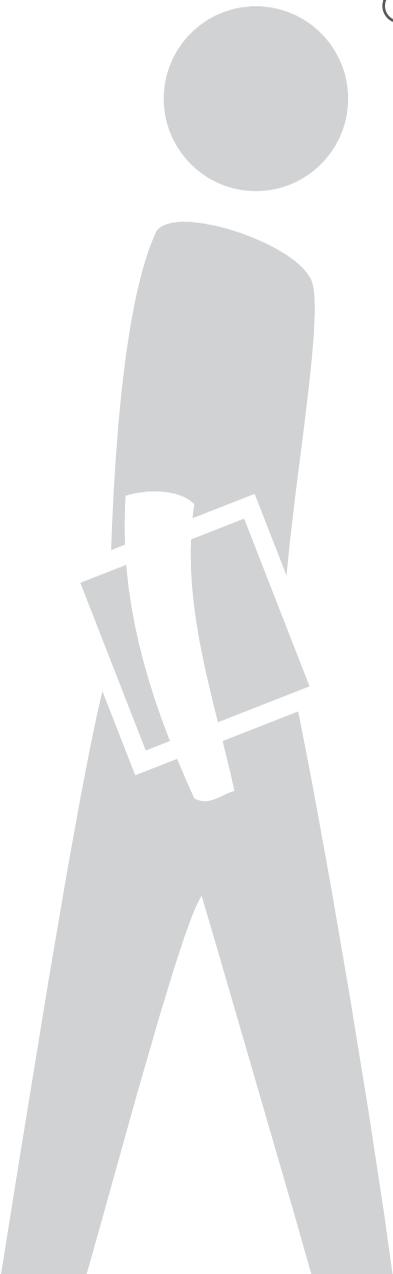
HERE ARE SOME ISSUES TO CONSIDER WHEN THINKING ABOUT DOOR-TO-DOOR AS A TECHNIQUE:

- Many people may not be comfortable answering their doors to strangers. You can reduce this anxiety by distributing leaflets in advance that let people know when you will be visiting.

- Staff might not feel comfortable going door-to-door alone. Consider having two staff members or a staff person and a community member go together, or adopt a way that suits the neighbourhood and situation. Remember that too many people approaching the door may be threatening to residents.

- Think about the best time to visit. As you get to know the community, you will become familiar with community events, daily schedules, or days that correspond to religious observances. Plan on going door-to-door when people are most likely to be home, but not engaged in other activities.

- Some people will invite you into their homes. Know in advance what your library's policy is on this matter and be prepared with a polite and friendly way to accept or decline the invitation. If your library does not have a policy, discuss this ahead of time with a supervisor. At times, it is important to push yourself beyond your comfort zone. In other situations, it is important to trust your instincts.

> *I choose times to do walkabouts when the children are coming home from school, so there are a lot of people in the streets.*
>
> – Mary Saso, Community Development Librarian

**⚠ TWO WORKING TOGETHER PROJECT SITES USED THIS TECHNIQUE IN THEIR WORK. HERE IS A SNAPSHOT OF THEIR EXPERIENCES:**

### DOOR-TO-DOOR VISITS

*When going door-to-door in the community, I thought that residents would want to know that I represented the library and that my purpose was to get their input about the library. I knew that I would have less than a minute at the doorstep before residents decided whether to continue speaking with me. For the first round, I brought a library survey as a way to get people talking about the library. It helped me to ask people a couple of questions from the survey and to then encourage people to talk about their library experiences. Someone from the Tenant's Association accompanied me. People knew him, and I felt that the introduction from someone familiar would be helpful. The second time, my pretext for visiting was to offer library cards, to check accounts, and to discuss waiving fines. I visited on my own the second time, as I was a familiar face from the first round and had been seen and involved with residents through community meetings.*

*– Darla Muzzerall, Community Development Librarian*

### NEIGHBOURHOOD WALKABOUT

*Residents in North Central live in houses with front porches that act as a gathering space for residents and neighbours. The streets are quiet and people walk and ride bikes to get around. This makes it easy to connect with them as they are working in their yards, walking home from the store, or visiting their neighbours. I introduce myself and ask their opinion of the library. From there, the conversation begins. The response of residents to my presence has been surprisingly positive. They seem to like the fact that the library has come out to meet them.*

*– Mary Saso, Community Development Librarian*

## Technique 3: Word-of-Mouth

It is not always possible to reach community members through service agencies or by going door-to-door. In order to meet a broad range of community members, you can ask community members whom you already know for introductions to other community members.

**⚠ HERE ARE SOME ISSUES TO CONSIDER WHEN THINKING ABOUT WORD-OF-MOUTH AS A TECHNIQUE:**

- Balance the need to respect people's privacy and the need to contact people. Decide whether to contact someone directly or ask your mutual acquaintance to have that person contact you. You can ask the community members what they think each of their friends or acquaintances would prefer.

- Some parents will use the library for their children, but not for themselves. Staff can use this indirect relationship with the library as a starting point for discussions about what the library can do for them as parents and adults.

- Be deliberate about follow up. It can be easy to lose track of people you have met just once.

*With word-of-mouth, a consistent presence is important. Community members may not be able to pass on your contact information, so often the only information they can pass on is the day and time you regularly visit a certain service provider. It's important to make sure you or someone else from the library is there as consistently as possible*

– Randy Gatley,
Community Development Librarian

HERE ARE A FEW EXAMPLES OF THE EFFECTIVENESS OF WORD-OF-MOUTH IN THE COMMUNITY:

## SPORTS ORGANISER

*There is a parent in the community who is active in events and known to other community members. She organises low-cost programs for neighbourhood children and is well known throughout the community for her sports programs. One of the requirements she has is that parents attend their child's activity if the child is under a certain age. This means that there is a group of parents, predominantly immigrant mothers, who gather on a regular basis throughout the summer months to watch their children play sports. I met this organiser at several community meetings and events and asked for her assistance in meeting those parents out watching their children's games. Having such a well-known community member introduce me allowed for an immediate level of comfort and trust between the parents and myself. Using this as a starting point, I began the process of building a relationship with them to find out what programs and services they would like from the library.*

– Sonia Pacheco, Community Development Librarian

## more word-of-mouth →

## MEETING REFUGEES

*One day at the Mount Pleasant Neighbourhood House, I talked with the janitor and explained that I was from the library and was in the neighbourhood meeting community members. He invited me to come and meet the local Anglican pastor who, he explained, was very active in the area. I met the pastor and it turned out that she hosted a Monday morning Spanish Breakfast for refugees from Central America. I knew, from walking through the district and talking with residents, that a significant Central American refugee community had settled in the neighbourhood over the previous year. It was clear that formal agencies to support this population had not yet been established. In order to meet members of this community, I asked to participate in the Spanish Breakfast as a cook and a server, if necessary. I also asked if the pastor would act as a translator so I could talk with the people who attended and who I would not be able to meet in other locations.*

*Finding the Spanish Breakfast and having the pastor introduce me and translate for me meant that I had an opportunity to listen to people from a community that was isolated and withdrawn from the larger neighbourhood and whose needs and wants were very different from other socially excluded groups.*

*– Annette DeFaveri, Community Development Librarian*

## SERVICE PROVIDERS

*Although the word-of-mouth technique is typically meant to be community member to community member, there is a lot of value in word-of-mouth between service providers as well. One of our most active partnerships was accelerated because a staff member at one agency, Guy Richmond Place, was at the same time completing a practicum at a different agency, Broadway Youth Resource Centre (BYRC). He was keen to leave something of lasting value as a "legacy" of his practicum, and he felt strongly that the youth at BYRC could really benefit from the type of work we were doing at Guy Richmond Place. He took the initiative to introduce me to one of the coordinators at BYRC.*

*In fact, there had previously been some connections between the Working Together Project and BYRC staff, but only at administrative levels. Once I was introduced to the day-to-day staff members who work directly with the youth, our partnership really took off.*

*– Stephanie Kripps, Community Development Librarian*

*Once you are able to enter a social network, other networks may appear. People that are involved in community activities may be involved in more than one. For example, in Halifax, we met women who enjoyed doing craft work. They were also involved in the Greystone Tenants' Association and informally introduced us to many other people in the community we had not previously met.*

*– Ken Williment, Community Development Librarian*

## Technique 4: Community Events

Attending community events and meetings in order to introduce yourself and talk with people can be another effective way to enter the community and get to know the residents. This approach, like the others in this Tool, is meant to be the first step in the process of connecting, consulting, building relationships, and then working collaboratively with the community. The focus is on learning about the community, rather than promoting existing library programs and services.

Be selective and strategic about which events you will attend. Sometimes, you may find it difficult to say "no," as you want to demonstrate that you are actively engaged in the community. Ask yourself, "Am I going to meet the people that I am trying to meet?" Sometimes, the answer will be "no," and you will recognise that you are meeting service providers and not their clients. For example, fundraising suppers or board meetings are often not a good entry point when trying to meet socially excluded people. Such events tend to involve community members who are already engaged and empowered.

Sometimes, just being visible is enough of a reason to attend an event. You may learn more about the community by observing, and you can ask people more focused questions the next time you see them.

⚠ HERE ARE SOME ISSUES TO CONSIDER WHEN THINKING ABOUT ATTENDING COMMUNITY EVENTS AS A TECHNIQUE:

- People may be surprised to see library staff outside of the library at events and meetings. Be prepared to explain why you are attending and what your role is. This is often a good way to put people at ease and to begin conversations.

- At first, you may be drawn to the familiar idea of working behind a booth or table, but the Project experience is that booths and tables keep as many people away as they draw. A booth or table sets staff up as promoters of library services. It also steers the conversation toward what people think the library would be interested in hearing about, and you might miss opportunities to identify other needs in the community that the library can help address.

- Often, service providers stick together and talk to other service providers. This is comfortable, like hanging out with your colleagues. Remember to seek out individual community members or clients.

*to be continued* →

- Be aware of the protocols and purpose for a meeting or event. For example, you might change the way you initiate conversations if a group is planning a community parade, as opposed to discussing a contentious building project.

- Cultural community events can sometimes include specific rituals or observances, and you might be unsure if you are invited to participate or how to participate. Community members are usually aware that the librarian is not necessarily familiar with their culture. You will probably find that community members do not expect outside participants to "do it the right way," but are simply pleased if you participate in the event respectfully and with genuine interest. In these situations, it is best to focus on this aspect and not worry about doing something correctly.

> *Social exclusion means exclusion from the life of the broader "mainstream" community. It does not mean exclusion from community life, and socially excluded communities have a life as rich and varied as that of the "mainstream" community. When we enter a community as learners, community events can be a powerful source for this learning. Attending and participating can be one form of involvement where the community can show us what they value, how they interact, and who they are.*
>
> – Randy Gatley, Community Development Librarian

THE FOLLOWING EXAMPLES ILLUSTRATE HOW SOME PROJECT LIBRARIANS PARTICIPATED IN A WIDE RANGE OF COMMUNITY EVENTS:

### TRADITIONAL FEASTS

> *At the Aboriginal feasts I attended, the protocol is to sit with members of your gender, take part in the prayers, and wait for the men to come by with the food. People are very welcoming and helpful in explaining different traditions. Some attendees are just learning the traditions themselves.*
>
> – Mary Saso, Community Development Librarian

### WELCOMING CEREMONY

*The Native Education College (NEC) in Vancouver holds a welcoming ceremony at the beginning of each term. This event is a chance to become a familiar face and to demonstrate a respect for, and interest in, the protocols and key events of the community. The event includes opportunities to participate in activities such as dancing. Overall, it is a fun, participatory event in which all are invited to be a part of the community. I attend with this in mind and participate accordingly. There is also a segment of the event in which all guests are invited to exit the longhouse through the side doors (NEC is designed as a longhouse), re-enter through the front "ceremonial" door which is only opened for such events and introduce themselves to the longhouse and those present. This element also functions as a way to formally introduce me to NEC and its students. Finally, the event ends with a shared meal, and this provides an opportunity for me to meet students and staff more informally.*

– Randy Gatley, Community Development Librarian

### CHURCH SOCIAL

*While working in the community, I learned that a significant group of refugees, as well as a large group of working class families, were only connected to the community through the local church. I approached the church administrators and the minister, explained my work in the community, and asked to attend Sunday services and the coffee and cookie social following the services. I approached these visits as I would any other community event and attempted to learn about people's perceptions of the community and the library. This was another opportunity for me to get to know the community I was working in, particularly those members whom I might not meet through traditional channels.*

– Annette DeFaveri, Community Development Librarian

### SCHOOL COUNCIL MEETINGS

*One of the key ways for me to connect with adults living in Thorncliffe Park has been to attend the regularly scheduled school council meetings. This is in part because a significant number of adults living in Thorncliffe Park are parents and because many of them actively participate in the school council meetings. Sometimes, this is the only event, outside of closed social circles, that some community members attend. The average meeting will include 30 parents, with fathers being the predominant parent attending. These meetings are an excellent way for me to listen to community concerns, network with community members, and talk with parents.*

– Sonia Pacheco, Community Development Librarian

*reach out* →

## Technique 5: Outreach Activity

This approach involves using a traditional outreach service as a way to enter the community. Be very cautious with this approach: it tends to establish the librarian as the expert or teacher and the community member as the learner or student. This dynamic can set the tone for future encounters, making it difficult to establish relationships that are equal, forthright, and based on a collaborative approach to meeting community needs. The advantage of this approach is that librarians, service providers, and community members are familiar with it and a certain comfort level is readily established. In some cases, it may be the only opportunity to make connections because communities have come to expect this approach from libraries.

HERE ARE SOME ISSUES TO CONSIDER WHEN THINKING ABOUT USING OUTREACH AS A TECHNIQUE:

- Traditional outreach activities involve information going from the library to the community. Staff can modify traditional outreach activities to create dialogue and conversation so that the library is also receiving information. For example, one way to conduct a tour is to turn the tour around and ask attendees to tour you through the branch and tell you what they see.

- If someone first asks for a pre-packaged or traditional program, you may be able to convince them to let you visit or do something else. Service providers may ask for outreach style programs because they think that is all libraries can do. Sometimes, further discussion can result in a modified outreach program with a plan to get to know and collaborate with the people that use the service provider.

- Always remember why you agreed to provide an outreach activity in the first place—as a means to an end. The end is your opportunity to meet and talk with community members.

> *Staff as authoritative service provider and resident as recipient and learner is a difficult dynamic to shift once it is reinforced through outreach. When working with socially excluded people, staff must try to immediately position themselves as learners and the community as experts. Staff act as facilitators, supporting and collaborating with the community.*
>
> – Annette DeFaveri, National Coordinator

*go further*

⊘ IN THE FOLLOWING EXAMPLES, NOTICE HOW PROJECT LIBRARIANS HELPED THE INITIAL
OUTREACH ACTIVITY EVOLVE INTO A COMMUNITY-LED ACTIVITY:

### COMPUTER TRAINING

*I facilitated computer training using the library's online employment resources at the request of a community agency in Thorncliffe Park. The computer training did not allow for participant direction or feedback as it was part of a pre-set in-house employment program and, as such, would be classified as traditional outreach work. This agency has strong roots in the community, is highly regarded by the vast majority of community members, and considers itself the lead agency in the community. By honouring the request for the computer training, this outreach activity allowed me to build credibility and trust with the organisation. Once the credibility and trust had been built, I was then able to connect directly with its clients (not necessarily the computer learners). I could then build relationships with individuals and begin to learn directly from them about what they hoped to accomplish.*

*– Sonia Pacheco, Community Development Librarian*

### LIBRARY TOURS

*In Regina, I invite groups to come to the library for lunch, a tour, and a focus group. These events are arranged through the service provider. We send out an invitation to the group explaining what will take place. When community members arrive, they receive new library cards and we begin with a meal and conversation. Then, the branch librarian talks to them about the history of the library and the programs that they have developed based on ideas from groups like theirs. She takes them on a tour and explains how to find material and how to use the website.*

*Then, time is set aside for them to give their input, turning an outreach activity into a chance to consult the community. We ask participants for their opinions on programs, services, barriers, advertising, library participation in the past, what they like best about the library, what they like least, and how the library could attract more people.*

*– Mary Saso, Community Development Librarian*

*food for thought* →

# Keep In Mind

Taking on any new activity will always include challenges. Not all library staff will face the same challenges and certainly new ones will be encountered. Below are some of the main challenges identified by the Project librarians upon first entering their communities. The purpose of the list is to support staff who are new to community work and who want to reflect on the best possible ways to understand and connect with their communities.

- **Self awareness:** Be sensitive to how you may appear to socially excluded community members. Words and actions might be misunderstood or have a more profound impact than intended.

- **Surrendering expertise:** For many librarians, this will be the first time they enter into the community's space as learners and not as experts. In outreach scenarios, staff are always positioned as the expert or authority. Becoming the learner is the challenge. Be watchful that you do not revert to the familiar outreach and service paradigm.

- **Personal comfort level:** Often, staff are leaving their familiar environment to enter one that is unknown. While initial staff discomfort is to be expected, it should be considered secondary to the ongoing discomfort many socially excluded community members face when interacting with the library and library staff.

- **Networking:** This is new and challenging work and it is helpful to identify other people who are doing the same or similar work. This is not always possible within one library system and might require connecting with other library systems for support.

- **Community expectations:** The community may have preconceived expectations of library staff and outreach services. Knowing this will help library staff explain the purpose of their visits and the nature of their work in the community.

- **Personal biases:** A library staff member's personal biases can influence perceptions of the community and can make it difficult to hear what community members are saying about their needs and wants. Identifying personal biases helps to separate what the librarian thinks about community needs from what community members think about their needs.

- **Listen first:** At this stage, the focus is on listening to people describe themselves and the community. The more staff listen, the better able they will be to work with communities to develop programs and services that meet the community's needs.

- **Diverse cultural views of the library:** When entering culturally diverse communities, library staff meet people who may have a different notion of library service or have no experience at all with public libraries. It can be difficult to talk about the role of the library in the community. Provide explanations in plain language.

- **Institutional discrimination:** Many socially excluded people have had negative experiences with institutions such as schools, police forces, healthcare systems, and government agencies. Such experiences may impact a person's willingness and ability to trust the library, another institution.

- **Library experience:** Many people have had negative experiences in the library and with library staff. For detailed information, see the discussion on *Systemic Barriers* earlier in this section.

# ...it's starting to come together

- **Cultural protocols:** Be aware of and willing to learn about the cultures of the communities you are working in. Protocols, norms, values, customs, and beliefs are all significant things to understand. It is important to learn these things directly from the community rather than from preconceived and perhaps inaccurate notions.

- **Literacy:** Some socially excluded people will have low literacy skills, while others will be highly educated with a broad range of skills. Take care not to confuse low literacy with ESL.

- **Language:** When working with some socially excluded groups, speaking only English may be a barrier. Consider asking other community members, library staff members, or service providers for help translating.

- **Library jargon:** Avoid jargon and use plain English when speaking about the library. Jargon separates us from the community, while plain language links us to the community making us accessible and approachable. Common examples of library jargon include "YA," "circulation," and "claims returned."

- **Value of library service:** Library staff cannot assume that all community members value the public library. Most Project librarians were surprised by the apathy and sometimes distaste that some community members felt toward the library. Understanding how these feelings and opinions evolved provides insight to the barriers that keep people from using the library.

- **Be flexible:** Assess and adapt to the situation, the environment, or the community. For example, when wishing to leave contact information, consider if a business card is too official. Perhaps a post-it note is more appropriate.

- **Community mapping:** As described in *Tool 2: Community Mapping*, this activity is both a Tool in itself and an excellent community entry technique. Consider the ways that community mapping activities can overlap with and enhance your community entry and apply the two Tools together.

- **Keep Trying:** Library staff may try an entry strategy that does not work at that time. They will need to try again, perhaps in a different way, time, or place. Learn something from each attempt.

*tool 2* →