LEARNING ROCKS!
@ BPL
Plan Overview--Executive Summary

Brownsburg Public Library is a library which serves the city of Brownsburg and surrounding areas (Lincoln and Brown Townships) in Hendricks County, Indiana. The population of Brownsburg is around 40,000.

This area is a relatively wealthy suburb of Indianapolis, with a median household income of $68,647. 4.8% of the population live below the poverty line.

The library itself has 21,546* cardholders and 107,537 items in its collection. In the last year, Brownsburg Public Library uncovered the following about its cardholders:

- 10% of cardholders are “fast track couples” -- active, young, upper-middle class suburban couples and families
- 9% of cardholders are categorized as “Babies & Bliss”-- middle aged couples with large families
- 8% of cardholders are categorized as “Boomers and Boomerangs” -- Boomer adults with teenage or adult children sharing their home
- The largest age bracket across the board in the townships we serve based on a 2016 study is children ages 5 to 14.
- The area is in a period of extremely high population growth, with a 10,000 population increase in Brown and Lincoln townships from 2006-2016 and continues trending upwards.

Children and families were discovered to be one of the largest groups the library serves, and the good school district in Brownsburg means that Brownsburg continues to attract more families.

While summer reading programs are a traditional staple of library offerings during the long school break, the focus in the past has been on literacy-centered activities. In an effort to continue supporting the library's mission to "provide a friendly, open destination for the community that encourages imagination, discovery, and personal growth," it's been proposed that our summer reading program provide support for more than just reading skills over the summer, and also provide opportunities to support other academic and non-academic skills that children and families have desire to learn about through dynamic secondary programming. The following steps have been taken to drive the next generation of summer "discovery programming" at the Brownsburg Public Library:

- Through research, best practices for summer learning programs were identified;
- Surveys were conducted to involve children in programming decisions;
- Programs were developed based on children's feedback;
- Potential community partnerships for summer reading were contacted;
- Promotional materials were developed;
- Media outlets, platforms, and partners worked to connect our promotions to audiences;
- Programs will take place in the summer of 2018;
- Evaluations were developed to help ascertain the level of community response to the summer discovery programs
Theoretical Foundation

Many other libraries have seen a shift away from "summer reading programs" to summer learning programs, especially those which serve a large proportion of children and families which have the most obstacles to learning. This shift is credited to the Chicago Public Library starting the trend in 2013 (Jacobson 2016).

However, research supports the role of libraries branching out from supporting summer reading to summer learning. YALSA, in its position statement on transforming summer learning programs, found that the shift driving these changes include the need for hands-on learning opportunities, the transformation of the word "literacy" and its meanings in the 21st century, and the fact that the lack of participation in any summer learning opportunities (in part driven by income inequality) creates a "knowledge gap" which only widens as children get older (Yoke 2016).

YALSA has also found a variety of best practices which seek to address some of these concerns. These include:

- "developing hands-on activities that support youth passions and interests and integrate youth voice into planning and implementation."
- "accept a broader meaning of literacy in order to help young people build the wide array of literacies skills needed for the 21st century workplace."
- "Make a commitment to reach out and serve the most vulnerable youth in their communities and address their needs."
- "Focus measurement on outcomes and determining what knowledge and skills young people gain from...library programs (Yoke 2016)."

In the years since this study was published, the trend of "summer learning programs" expanding on "summer reading programs" has only increased. Library journals have documented many efforts to support these shifts. Three of these libraries that implemented successful programs in summers past are summarized below.

Seattle Public Library: Summer of Learning

Seattle Public Library's Summer of Learning initiative in the summer of 2015 changed its focus from counting the number of books read to developing long-term running programs that focused on STEM activities (Jacobson 2016). The focus of these changes were to reach students who are considered "at-risk" of falling behind in school or face academic challenges due to poverty, so programs were designed to have "deeper impact" for a "smaller amount of students," with science booklets students could take home and complete it. Parents and librarians thought that in future years, the program should bring back more of a reading component (Jacobson 2016). It's interesting to note that throughout this article and other studies of summer learning programs at urban libraries, the focus on
underserved urban youth persists, but the reading components and depth of program offerings vary widely.

*Mint Hill Public Library: Dream It, Write It, Share It*

This program was developed as the librarians noticed one school in their service area not participating as much in the summer reading program components. A partnership was developed with the teachers and principal of the school to get students more involved and prevent this "summer slide." Students at the school wrote story manuscripts and submitted them to the library in a writing contest. The librarians then picked the top five winners and performed the stories live for an audience (Lewis 2017). This program is notable for the efforts of the library to target a small segment of their population and attempt to engage them, as well as the high amount of child direction and engagement in this portion of the summer learning program. The program was evaluated based on increases in children served at this particular school: 46 percent increase in registrations and 93 percent increase in completions of the summer reading program (Lewis 2017).

*Free Library of Philadelphia: Summer of Wonder*

The goal of this program was to combat summer learning loss while fostering 21st century skills and a love for reading in young Philadelphians (Caputo 2017). Special programs were offered to pre-school and school-age students with an emphasis on literacy. The library also circulated Wonder Kits which encouraged exploration of the city and different learning themes at home. Partnerships with art museums, science centers, and education foundations brought experts to libraries to teach science-based programs. This reflects a wider trend with creating new partnerships or widening existing partnerships to include professionals in the field as part of summer learning (Jacobson 2016). The reading incentive part of the program focused on earning badges for different challenges on an online learning platform (Caputo 2017).

*Findings*

While summer learning programs may vary depending on community need or interest, components of successful summer learning programs often include expanded program offerings that intentionally focus on a component of "21st century learning" rather than hobby-focused or reading-only programs. Community partnerships are a key part of these expanded program offerings, from providing for academic needs to simply providing lunches or a safe place to go in the summertime. These partnerships and outreach create opportunities for expanded library engagement. Youth leadership seems to be a third part of increasing engagement with these programs.
Market Audit and Research

Analysis

The 2010 Census revealed the following about the city of Brownsburg, IN:

- Population 40,258*
  - Of these, 1,375 are foreign born
  - 93.4% are white, 2.2% are black, 1.6% are Asian, multiracial, 1.4%, Hispanic, 3%
- Median Age 37.0
- Median Household Income $68,647
- 4.3% below poverty level

In addition, the Library collected data about several groups of our cardholders specifically. The following reflects findings about key patron age categories and incomes from May 2017:

- 10% of cardholders are “fast track couples” -- active, young, upper-middle class suburban couples and families
- 9% of cardholders are categorized as “Babies & Bliss”-- middle aged couples with large families
- 8% of cardholders are categorized as “Boomers and Boomerangs” -- Boomer adults with teenage or adult children sharing their home
- 7% of cardholders are categorized as “Aging of Aquarius“--upscale boomer couples living in suburbs and close to city.
- The vast majority of cardholders have a higher income than the average person in Brownsburg--closer to $75-100K per household.
- The largest bracket across the board in the townships we serve based on a 2016 study is children ages 5 to 14.
- The area is in a period of extremely high population growth, with a 10,000 population increase in Brown and Lincoln townships (may serve areas outside Brownsburg town proper) from 2006-2016 and continues trending upwards.
- 23% of Brownsburg students qualify for free and reduced lunch under national guidelines.

The library mission is to "provide a friendly, open destination for the community that encourages imagination, discovery, and personal growth." Program goals are described in the Strategic Plan: "Provide programming in the library for all ages that include elements of imagination, discovery or personal growth, Encourage school readiness by providing services to early learning care providers, including licensed, commercial pre-kindergarten and daycare facilities in our service area. Services can include but are not limited to visits, pulling materials, suggesting materials, providing tours of the library, and more (Brownsburg Public Library 2016)."
The Summer Learning Program, then, has the potential to highly support both these goals, as it will include elements of discovery and imagination, as well as supporting the ongoing school readiness of all Brownsburg students.

External Factors-- PEST Analysis

Political/Legal: Our library must comply with national and state legal requirements, e.g. CIPA. On a national level, funding for libraries and museums as well as net neutrality are issues that are currently being discussed and possibly changed under current administration. On a local level, the Library is actively part of Town Governance meetings.

Economic: Though library tax dollars are "thinning" due to tax caps (Brownsburg Public Library 2016) the library has a healthy operating fund and a Library Improvement Reserve Fund and a Rainy Day Fund. Some small improvements to the library (new carpeting, facilities improvements) will take place in 2018 due to the maturation of a bond. While economies must still be made, the library can support efforts to improve its facilities and offer more competitive wages starting in April 2018 (Brownsburg Public Library 2016).

Social Factors: Many libraries struggle with the perception that libraries are "outdated" or "just about books"-- the place you would have gone in the pre-Internet days to do research for a school report. Search engines, like Google, continue to dominate the Internet information landscape, despite their obvious shortcomings in their algorithms. The world of social media is a large part of daily life and communication, though its future about particular platforms and potential regulations in the wake of the Cambridge Analytica scandal and Russian election interference are yet to be seen-- however, social media in one form or another is here to stay.

Technological Factors: The Internet is increasingly part of daily life; the gap between those who have Internet at home and those who do not may further widen the effects of the income gap. A key part of the library's mission is to provide up to date technology access for all in the community.

Internal Factors-- SWOT Analysis
Part of the Strategic Plan included a SWOT analysis which analyzes internal library operations (2016):

Strengths Weaknesses Opportunities Threats

Strengths: Friendly and welcoming staff, innovation and creativity, good financial stewardship, varied services and program offerings
Weaknesses: Fighting patron ambivalence and understanding the ambivalence, staff complacency, location, small business/partner base (compared to other communities), technology learning curve (staff and community)

Opportunities: Transformation of physical space based on customer focus/needs, Outreach, Personalize/customize the customer experience, cultural

Threats: Trend-hopping – trying to do it all, economic impact on our budget, community perception, competition from other community activities (Brownsburg Public Library 2016).

Due to the ages and income brackets that constitute the majority of cardholders, this means that other summer programs offered in Brownsburg with a price tag attached are competitors, since paying a fee for a summer camp or activity is likely not a hardship for most of our families, but for many students, having a free activity to participate in may be the difference between summer sliding and not. Area competing programs may be:

- Brownsburg Parks and Recreational programs and swim camps (though also a library partner-- a possibility to collaborate exists here)
- Brownsburg High School athletic programs/camps
- Private art camps/programs (run by a local artist who frequents the library)
- Recreational activities like SkyZone (Avon)
Original Research

MEMO

To: Brownsburg Library Director

In order to better serve our youngest patrons and improve our Summer Reading Program offerings, a marketing plan was recently researched. The following steps were taken in order to better serve our targeted group of school-age patrons:

A survey was conducted in the Children's department March 12-30. Children were asked to rate using a simple emoji system what types of library programs they would like to attend, to state their age, and to name any specific programs they would like to attend. 46 patrons responded to this survey.

Findings indicated the following:

- The average age of respondent was 7.3, with the low end of the range being 2 and the high end of the range being 17;
- Patrons were most interested in art programs and least interested in music programs;
- Some suggested programs were "girl-oriented programs," "writers club," "movie with cereal" "programs with puppies" and "building with tools."

This graph shows the average interest of patrons in each type of program surveyed. Higher totals meant the type of program was highly rated, lower totals means children indicated less interest.
Recommendations:

Summer "discovery programs" have been designed based on children's feedback (within reason); programs that incorporate art and nature have been prioritized, and while music will still play a part of the upcoming summer offerings (the theme is "Libraries Rock!") discovery programs around musical topics are not part of this emphasis.

Market Segmentation

Summer Reading or Learning programs are traditionally aimed at children ages birth-18 and their families. While adults typically don't get credit for these programs (though some libraries run simultaneous adult reading programs), summer reading activities undoubtedly exist for the whole family-- from birth-5 Every Child Ready to Read programs that encourage early literacy, to educational programs for school-age children, to entertainment options like performances for children or animal visitors.

Within the "families with children ages 0-18" segment, there are subsegments that could be used to engage the community more than in the past. While outreach attempts have been connected more to the public schools (the public elementary schools compete for the "most participants" trophy every year), focusing on families in homeschool groups and families served by preschools and daycares could provide a new segment interested in the educational opportunities for children at the library. Connecting with services and locations that provide summer meals to children would be another particular segment that would benefit from summer library educational services.

Therefore, special attention will be paid to reaching families served by homeschool groups, daycares, and preschools, as well as summer meal providers. Ideally, making the library a meal site for one or two days of the week would be a great way to connect children served through free and reduced meals to library services.

Service Identification

The service identified for this marketing plan are the non-reading components of the Summer Learning Program; that is, the programs that make up the alternate 'classes' to complete the Summer Learning circle and expand educational offerings at the library.

These programs are planned by five staff members who take responsibility for different age groups: one staff member plans for 0-3, one staff member plans for 3-5, two staff members plan for 6-10, and one staff member plans for 11-18-year-olds.

Depending on the type of program, these programs would either represent "stars" on the BCG matrix or "cows." Stars represent high growth with high investment (Lamb 2018). A type of program that would represent a star would be a program that represents a high investment in equipment, but that would allow a large or repeated audience, such as the purchase of educational robots for programming, or the initial start-up costs of a Lego Club. “Cows” are programs that have a steady return for low investment
(Lamb 2018), such as typical library storytimes, or an engineering event that focuses mostly on using recycled materials collected by the library community.

Balancing "Star" programs with "Cow" programs would build a strong foundation for a successful summer learning program because they are both high return situations, allowing for a library to attract patrons through the "shiny" Star programs, and helping them come back through the tried-and-true "cow" programs, without running the library into financial problems (every library program can't be a "star.") Similarly, the amount of effort in planning and execution on the part of the programmers should be factored into the cost; repeated high-energy "star" programs that require continuous new knowledge and extensive training and planning on the part of the staff would be unsustainable over an eight week period.

Mission

The mission of the Brownsburg Public Library is to "provide a friendly, open destination for the community that encourages imagination, discovery, and personal growth."

Goals/Objectives

The goal of this marketing plan is to provide an improved service as an educational space to our community, collaborating with other community organizations, and reaching more vulnerable populations in our service area.

The objectives of this marketing plan are:
- add 1 new piece of technology into the rotation for children’s activity programming (Ozobots)
- each programmer spend 3 hours in professional development around summer learning programming
- create 3 learning programs around children’s interests
- consistently serve full programs (25 or more kids) for programs designated as “Learning/Discovery” programs
- plan 2 programs with assistance from community organizations
- Add “homeschool” or “preschool” designation to school tracking
- Make the library a summer meal service location

Timelines

February 2018:
- gain support from administration; present to Library Board (YS manager & Director)
- seek grant monies, if applicable (YS manager)

March 2018:
- Conduct programming survey for children (programming staff)
- Contact school staff for input on learning activities beneficial to their students (school liaisons)
- Summer Learning PD presented to programming staff (YS manager)
- Start building learning topics based on school feedback and children’s survey (programming staff)

April 2018:
- Finalize learning program plans (programming staff)
- Develop marketing mix materials (YS team)
- Contact corporate sponsors & community partners (YS team)

May 2018:
- Press release (Assistant director)
- Use marketing mix (Assistant director)
- School/Pre-school/ Homeschool Group presentations & invitations (YS & Outreach Staff)

June 2018:
- Summer Learning Kickoff Party/ Registration June 4th (All Staff)
- Run Summer Learning Program Week 1 and Week 2 (Programming Staff)

July 2018:
- Run Summer Learning Program Week #3 (Programming Staff)
- Follow up with patrons; evaluate at end of month (YS manager)

Budget

The budget for the program portion (ONLY) of this marketing plan is $1500. This does not include the fees for children’s performers, “extras” for kickoff (like bouncy houses) or the costs of prizes for the reading portion of the the learning program.

The budget for this marketing plan provides for a) program materials budgets and b) costs associated with promotion of the programs e.g. radio ads. This budget includes the startup price for 10 Ozobot Evos (@ $59 each) which will form half of the Coding & Robotics segments for new technology programs; the other half of the programs will utilize iPads already owned by the library.
The Marketing Mix

Promotion
The promotional campaign will take place primarily during the month of May and continue in a lower-key way throughout the summer. Since the theme of the Reading Program is “Libraries Rock!” we have adopted a tie-in for the Learning Programs titled “Learning Rocks!”
The “big picture” of the marketing mix is to encourage the participation in learning activities through stressing unique program sessions and the “learning adventure” wording.

Students will have the chance to earn badges in each of the following areas of Learning:
- Reading Rocks: (completion of reading portion of Summer Learning)
- Citizen Scientist: (attendance at science program focused on real-world data collection)
- Aspiring Artist: (attendance at art program)
- Trekkin’ Techie: (attendance at technology or coding program)
- Game Geek: (attendance at game night)
- Master Builder (attendance at building/making program)
- Grand Prize Badge: earning all badges-- all finishers will get a Learning Rocks! T-shirt and be eligible for special concert and pizza party.

These badges will be available through the online summer reading tracker site run through Moodle. The Teen Advisory Board will be responsible for drafting ideas for each badge’s design, and programmers will finalize and publish.

Message:
The message behind this campaign is that the library offers opportunities for families to keep learning rolling during the summer-- but not the boring kind of learning! Make Learning Rock this summer! The emotional message behind this is to help families feel like they are doing something good for their kids by being involved not only in fun activities, but in activities that will help their children’s brains grow and love learning. From the kids’ angle, Learning Rocks! doesn’t emphasize the word “educational” because kids would be turned off by that, but in the unique activities and descriptions that would attract their attention (e.g. “Robot Dance Party!” instead of “Coding Workshop”)

Branding
LEARNING ROCKS!
Brand Visual Guidelines & Logo

Images are brushstroke or simple line style illustrations with movement and texture

FONT: EDO FOR HEADLINES & TITLES
Font: Sinfonn for subtitle and body text
Color identities below

Public Relations
One of the strengths of our library is the employees which consistently deliver friendly, timely service to the patrons. They are a trusted part of the library community and one of the hallmarks of our library service; our reviews online commonly mention not our collections, but the helpfulness of our staff (or how big this library is!). Part of our public relations strategies rely on the connections we make with our patrons daily; the other part relies on outreach efforts to connect with patrons outside the library networks.

One key part of our strategy relies on Word of Mouth Marketing or WOMM. This is a strategy we will use to connect with the homeschool community which uses the library as a study space often. By providing excellent service and encouraging our homeschool families to attend more programs (some already come for activities like Lego Club for social time) we will work to target these families specifically with the elevator speech or message that we have educational programming that runs through the summer which will allow their students to learn and socialize with many other children. See Intra-Staff Memo for talking points for these conversations.

Another key part of our public relations strategy relies on the popularity of Facebook in the Brownsburg area. Many Brownsburg families belong to the “Brownsburg Chatter” page or are active on the social media site. Our strategy is to enhance not only the promotional materials seen on our Facebook page, but to share authentic images or videos from our programs, or humorous videos which users may “share” with their friends. This “viral” marketing strategy does not involve paying for Facebook advertisements and may be more effective.

Publicity Materials

A range of publicity materials have been published to give to families and students in a number of contexts; the flyer with programs is traditionally handed to parents at registration and given to students at school presentations. The individual program images and descriptions are hung in the library for the duration of the summer learning times: smaller versions patrons can take home as reminders. These images are also shared on social media; Twitter & Facebook.

The bookmarks are another “take-home” item that children can take home and can serve as a checklist of sorts to how they are progressing toward their badge goals.

Other items that will be created for this campaign include posters, a bulletin board, promotional videos created at programs to be reposted, and radio/print advertisements.
This summer, we’re cranking the volume on our summer programs for school-age learners!

Earn a badge for each of our rockin’ program types this summer! Kids who earn all 6 badges will get a T-Shirt and an invite to our end of summer concert and pizza extravaganza!

Turn over for school-age program schedule!
Register at www.bburglibrary.net for all programs.

**CITIZEN SCIENTIST**
- Butterfly Count: June 6, July 10 @ 2
- Tree ID: June 15, 18 @ 3:30
- Animals of Indiana: July 20th, 24th @ 2
- Creepy Crawlies: June 26th, July 5th @ 2

**AWESOME ARTIST**
- T-Shirt Art: June 7, July 11 @ 12:30
- Rockin’ Jewelry: June 16, 19 @ 2
- Origami Wonders: July 21, 25 @ 1
- Green Screen Art: June 27th, July 6 @ 4

**GAME GEEK**
- Game Night: Every Tuesday from 5-7
- Invent-A-Game: June 17, 20th @ 11:30
- Silly Sports: July 1, 2 @ 1:30
- Wii Olympics: June 28th, July 7 @ 3

**TREKKIN’ TECHIE**
- Robot Dance Party: Every Monday at 3
- Hour of Code: Every Wednesday at 3
- Minecraft Mania: Every Friday at 12

**MASTER BUILDER**
- Cardboard Challenge: The first week of July—come in anytime!
- LEGO Club: June 13, July 11 @ 4
- 13-Story Treehouse: June 5, 15 @ 3
- Milk Jug Igloo: Ask a librarian to help build our new igloo!

**READING ROCKS!**
Earn this badge by meeting your reading goal 5 out of the 6 weeks of summer. Registration for Reading begins June 4. Ask a librarian for more information about the reading portion of Summer Learning!
ROBOT DANCE PARTY

Mondays @ 3:00, June 11- July 30
Ages 6-10

Can you teach a machine to moonwalk? A bot to boogie? Learn how to use our Ozobots to make them dance, light up, and more using our special coding markers.

Registration required at www.bburglibrary.net
Advertising

Social media advertising and promotion will be heavily used; in addition, the library will take advantage of outreach opportunities with local partners (Farmer’s Market, etc) to promote Summer Learning activities. Some Summer Learning activities are mandatory as part of outreach—taking the program to the BASE summer camp, to the Farmer’s Market, or to the summer meal provider location (outside of the library).

There is a small budget for paid advertising; this will take the form of newspaper advertisements and a few radio ads in the month of May leading up to the Registration Kick-Off party.

Press releases and invitations for press participation in the kick-off event will be featured; especially with the new emphasis on summer learning opportunities, it is easy to emphasize the human interest story of children learning robotics, or participating in a citizen science project.

Advocacy

While the library does not have a formal advocacy plan, this marketing plan plays heavily into the value libraries have as contributing to the educational landscape and the fact that the library is using research-based strategies for library best practices in the community. Should the news teams pick up the press releases, this type of exposure plays heavily into the role the library is striving for as a destination where imagination, discovery and ongoing learning is encouraged.

Internal Marketing

Programmers will be highly involved with the development of the programs and the materials used for marketing. The Programmers and the YS manager will present at the “Spotlight On:” segment of the monthly staff meeting in May to explain the campaign to the rest of the staff. Talking points will be presented about the programs and explaining the changes in a positive light.

An intra-staff memo regarding these talking points will read as follows:

MEMO:
Did you know students who don’t take place in summer learning activities over summers end up a year behind their classmates by the time they get to high school? This knowledge gap often affects our most vulnerable students.
The library’s Summer Learning Program is a new initiative to continue summer learning strategies with students, and combat this knowledge gap, mixed with quality programming and fun! We are running more programs this summer in more interest areas for school-age children.
Please emphasize the fun aspect with children and the educational aspect with parents in your interactions. Talking points can be as follows:
• We have even more fun programs at the library this summer than we have had in the past! Just like with the Reading Program, you can win a prize by coming to all the different categories of programs this summer (prize is a T-shirt and a pizza party/concert at the end of summer)
• Categories of programs are Citizen Scientist, Awesome Artist, Game Geek, Trekkin’ Techie, Master Builder, and Reading Rocks!. You can earn a badge for each TYPE of program you come to!
• You only have to come to one program of its kind to earn that badge, but of course, you can come to all the Science or Art programs if you really want to.
• Students who earn all 6 badges earn a T-Shirt and an invite to the pizza party/concert at the end of the summer.
• Questions about individual programs and their content may be directed toward Youth Services staff.

Evaluation

Evaluation will take place in the standard 10 question survey delivered to all Summer Learning Program participants as has been true the past few years, assessing general patron satisfaction with the program as a whole. Statistics of general participation in comparison to years past will form a basis to assess whether or not the change in the programs resulted in more patrons or more patrons from targeted organizations (pre-schools and homeschools).

An additional paper survey will be given to children in attendance at Learning Programs which will serve as a quick “ready” evaluation about their own learning and sense of fun in the programs. Questions will be “Rank the FUN of this program (1-10)” “Did you learn something new? (If so, what?)” and “Will you do this at home?”

Finally, surveys or phone interviews (when available) will be conducted with teachers or school personnel about their experiences with Summer Learning programs and how they feel they supported or didn’t support their students over the break. This will help revise and refine potential topics or categories of learning programs for next year.

The benchmarks presented as objectives of the Learning Programs will also serve as a form of evaluation from a library standpoint.
Reflection

While the idea of a summer learning program is not new in the library world, it represents a change in the role of the library in the community, from a destination for static learning (books on shelves, databases in a browser, etc) to shifting to the dynamic learning frequently embraced for younger children (storytimes) and expanding the topics beyond just one literacy skill of reading. Libraries embracing the multiple literacies needed in the 21st century may not be new to the library world, but the community of Brownsburg doesn’t often see the library as a 21st century icon, more of something from the past, unless they are high-contact user.

Bringing fresh programming ideas that touch on 21st century interests (robotics) mixed with high interest from children (art programs) and ideas that fill gaps in school curriculum (citizen science opportunities), the library can hope to boost its image as a place of imagination and dynamic learning and draw new patrons in. Librarians are change agents, keeping their collective ears to the ground, striving to build upon the changing information landscape, and helping patrons learn and grow through providing access and experiences to help them navigate their worlds. The Brownsburg Public Library is no exception.
Works Cited

“Brownsburg Public Library Strategic Plan.” Brownsburg Public Library About Us, Aug. 2016, docs.wixstatic.com/ugd/23c523_5884dd6f1e6e456681abe8b2ce57ad8c.pdf.


