Workbook and Planning Guide

Advocacy Bootcamp

An initiative of the ALA Office for Intellectual Freedom and the Office for Library Advocacy

www.ala.org/advocacy/advocacy-bootcamp
#ALAAdvocacyBootcamp

ALA American Library Association
Key Terms and Definitions

Advocacy: turning passive support into educated action by stakeholders.

Intellectual Freedom: the right to speak freely, and the right to receive the expressions of others.

Reactive Advocacy versus Proactive Advocacy: the difference between responding to a crisis situation vs laying the groundwork for positive support. Building a climate of library support.

Library Service versus Value: the difference between use and appreciative support.

Goals of this Training

- To empower librarians with skills to tell their library’s story and earn support
- To teach librarians and library advocates practical and powerful tips on how to be a respected, effective and supported voice in your community.
- To provide consistent messaging and an advocacy framework that can be used by libraries of all throughout a given state, and ultimately, across the country.
- To provide a mechanism for mentoring new advocates and creating a succession plan for advocacy.
Community Analysis: Listening

Advocacy begins with listening. Find someone you do not know, from a community you do not live in. Ask two questions:

1. What are the big issues that your community is facing over the next 18-24 months?

2. Who is one of the most influential, non-elected people in the community?

Community Interview Process

<table>
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<th>Step 1</th>
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<td>Step 2</td>
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<tr>
<td>Step 3</td>
<td>What decisions will you have to make over the next 18-24 months and what do you wish you knew first? What would success look like? Who else should we talk to?</td>
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<td>Step 4</td>
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<td>Step 5</td>
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<td>Step 6</td>
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<td>Step 7</td>
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<td>Step 8</td>
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Why We Are Here

The Problems

- Declining library funding, and a consequent challenge to a host of literacies in our communities
- Disappearance of school librarians, loss of rights of minors both of access to content and free speech rights
- Significant loss of academic freedom and student belief in First Amendment
- A coarsening of public discourse

Our Assets

- Along with firefighters and nurses, librarians are trusted
- We are obvious leaders for community change, have resources

Our Aspirations

- The need to reclaim a moral sanction for the public sector
- To understand and claim our core values, among them a commitment to free speech
- To connect them to our communities in a more emotionally intelligent way
- To model civil and civic discourse
- To nurture a new generation of skilled and passionate library advocates and intellectual freedom leaders

Recommended reading:

Aspen Institute
www.aspeninstitute.org/topics/public-libraries
Frames, Repetition and Brain Research

Library Use vs. Library Support

Frames & Repetition Work

What does a story do?

How to Change Minds

1. Begin with a story
2. Nail it down with a single fact
3. Tag line

Other Brain Research (examples to follow)

Outreach: Telling the Library Story

We outline the process of having advocates give a talk in the community about the value of your library. This script includes multiple parts including a two-part piece on how we compare costs and a few examples of library stories but we encourage you to make the stories your own.

Find the sample script and stories: ala.org/advocacy/advocacy-bootcamp-resources

Unpacking the Script

- Talking about money
- Comparisons that matter

Recommended reading:

From Awareness to Funding: a study of library support in America:
oclc.org/en/reports/funding.html

Don't Think of an Elephant.
By George Lakoff

Being Wrong: Adventures in the Margin of Error
By Kathryn Schulz

- Predictably Irrational
By Dan Ariely
Outreach: Structure of the Library Story

<table>
<thead>
<tr>
<th>The structure</th>
<th>Your story</th>
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<tbody>
<tr>
<td>Give me a real person.</td>
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<tr>
<td><em>Caiden was 3 years old.</em></td>
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<td>Give me the problem.</td>
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<td><em>He stuttered.</em></td>
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<td>Give me a library intervention.</td>
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<td><em>The library offered a &quot;Read to Dogs&quot; program.</em></td>
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<tr>
<td>Give me a happy ending.</td>
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<tr>
<td><em>Caiden doesn't stutter anymore.</em></td>
<td></td>
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<tr>
<td>Give me <strong>one</strong> fact.</td>
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<tr>
<td><em>Hundreds of libraries offer this program.</em></td>
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<tr>
<td>Give me a phrase that pays.</td>
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<tr>
<td><em>Libraries transform lives.</em></td>
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The Process
1. Find an advocate.
2. Give them the speech.
3. Let them practice it with you.
4. Book it five times in your community.
The Four Messages

Libraries transform lives.
Libraries transform communities.
Librarians are passionate advocates for lifelong learning.
Libraries are a smart investment.

Libraries Transform

ALA’s multi-year public awareness campaign strives to convey one big idea: Libraries today are less about what they have for people and more about what they do for and with people.

Awareness: Increase awareness of and support for the transforming library.

Perception: Shift perception of library from “obsolete” or “nice to have” to essential.

### Building the Network

#### Finding Your Champions: Circles of Engagement

<table>
<thead>
<tr>
<th>Public</th>
<th>Academic</th>
<th>School</th>
<th>Potential names</th>
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</thead>
<tbody>
<tr>
<td>Business</td>
<td>Business</td>
<td>Business</td>
<td></td>
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<tr>
<td>Civic leaders (Rotary, Lion's, etc.)</td>
<td>Student Groups</td>
<td>Parents</td>
<td></td>
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<tr>
<td>Education</td>
<td>Alumni</td>
<td>Teachers</td>
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<tr>
<td>Elected Leaders</td>
<td>Faculty Groups</td>
<td>Principals</td>
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<tr>
<td>Faith-based</td>
<td>Administration</td>
<td>PTA/PTO</td>
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<tr>
<td>Non-profit</td>
<td>Community Partners</td>
<td>Community Groups</td>
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<tr>
<td>Other</td>
<td>Other</td>
<td>Students</td>
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#### Getting the Message Out

<table>
<thead>
<tr>
<th>Public</th>
<th>Academic</th>
<th>School</th>
<th>1-6 months</th>
<th>7-12 months</th>
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</thead>
<tbody>
<tr>
<td>Library, Board, Friends</td>
<td>Board of Trustees</td>
<td>PTO/PTA</td>
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<tr>
<td>School</td>
<td>Board of Governors</td>
<td>Community group</td>
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<tr>
<td>Business</td>
<td>Faculty/Senate</td>
<td>Political</td>
<td></td>
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<tr>
<td>Political</td>
<td>Student Government</td>
<td>Media</td>
<td></td>
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<tr>
<td>Other educational</td>
<td>College Deans</td>
<td>School Board</td>
<td></td>
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<tr>
<td>Special events</td>
<td>Alumni Assn Meeting</td>
<td>Donors</td>
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<td>Donors</td>
<td>Donors</td>
<td>Media</td>
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<tr>
<td>Media</td>
<td>Media</td>
<td>Other</td>
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Intellectual Freedom as Library Brand

Core Value: All information resources should be equally and equitably accessible to all library users.

Fight Censorship: We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

Trusted Expert: First Amendment and Privacy

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices.

Interpretations: 26 Interpretations. Currently the IFC is crafting two new interpretations:
- Visual and Performing Arts
- Inclusion Issues for People with Disabilities

Essential Policies as Tools for Advocacy
- Collection Development
- Request for Reconsideration

Report Censorship
www.ala.org/tools/challengesupport/report

Resources
Intellectual Freedom Manual
www.alastore.ala.org/detail.aspx?ID=11353

Journal of Intellectual Freedom and Privacy
https://journals.ala.org/index.php/jifp

Intellectual Freedom News & Blog
http://www.oif.ala.org/oif/

Challenge Support
www.ala.org/tools/challengesupport

Library Bill of Rights
The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.


www.ala.org/advocacy/intfreedom
ALA Assistance at the Local & State Level

ALA offers support to libraries undergoing crisis issues including challenges to funding, adverse legislation, censorship and privacy challenges, and more, including:

- One-on-one support
- Social media consultation
- Talking points
- Peer-to-peer support
- Virtual or in-person meetings
- Letters of support
- Collaboration with state chapters and allies

Contact ALA for assistance or to report challenges or other threats in your libraries and communities.

Office for Intellectual Freedom
- Challenge support and privacy issues
- Online Learning
- State of the States webinars & listserv
- Intellectual Freedom Round Table (IFRT)
- Merritt Fund

Office for Library Advocacy
- Crisis support
- Chapter Advocacy Exchange
- ALA’s advocacy website for the public: [www.ilovelibraries.org](http://www.ilovelibraries.org)
- Advocacy Clearinghouse

For issues and resources, visit [www.ala.org/advocacy/intfreedom](http://www.ala.org/advocacy/intfreedom)

For issues and resources, visit [www.ala.org/advocacy/advocacy-public-awareness](http://www.ala.org/advocacy/advocacy-public-awareness)

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Support

Crisis support doesn’t cost you, your library, or your chapter anything.

Communication is confidential if requested.

ALA Protocol for Monitoring and Responding to State and Local Library Crises

The American Library Association (ALA) has adopted a protocol to respond to library crises at the state and local level. The goal of ALA’s involvement is to advance the advocacy efforts of the library and/or the appropriate state-level library organizations. ALA can only become involved when its efforts are welcomed by and coordinated with the library and/or the state-level library organization.

A “Crisis Team” of ALA staff members has been created to continuously monitor and coordinate responses to library crises including closures, position eliminations, catastrophic library fiscal crises situations, censorship and intellectual freedom issues, and other advocacy situations affecting libraries at the state and local level. The ALA Crisis Team is facilitated by the Office for Library Advocacy and works in close coordination with the Chapter Relations Office, the Governance Office, the Office for Government Relations, the Office for Intellectual Freedom, the Public Awareness Office, United for Libraries, and American Libraries. ALA Divisions are consulted as appropriate to the situation.

The Crisis Team will initiate contact with appropriate state-level library organizations (including the president, chapter councilor and executive director, as well as the state library agency and the COSLA executive director), to gather facts and background information. When contacted by library staff or an advocate at the local level, the Crisis Team will respond directly and contact the state level organization for background and consent, before contacting the local library director, trustees, Friends group, or other body legally responsible for library services to gather facts and background information.

The Crisis Team will consult and strategize with contacts at the local level to determine the best method of response. Written responses, including letters to decision-makers, or op-eds and letters to the editor are penned by the ALA President and respective ALA Division Presidents when appropriate (including local trustees and or Friends), to issue a national statement in response to the crisis. The response will be disseminated through ALA media outlets. Other types of response include consultation on implementing an advocacy plan, grassroots organizing, and employing other advocacy strategies, as well as resource sharing and peer-to-peer consultation.

The Crisis Team will continue to monitor the situation and update the ALA Board, ALA Council, and appropriate ALA Divisions as well as appropriate parties at the state and local level, with any actions taken in support of the library or libraries in crisis.

Established: 2010 by the Office for Library Advocacy
Updated: August 2016
# Checklist for Advocates

## Personal

- Do you understand the needs of your community?
- Are you engaged in your community beyond your job? How?
- Do you think of yourself as a leader?

## Professional

- Are you working with your supervisors so that efforts are aligned?
- Is advocacy part of your stated professional responsibilities?
- Can you name at least three library champions in your (work) community?

## Organizational

- Has your library set its advocacy goals? It’s a negotiation between:
  - Key Issues in your community
  - Capacity in your library
  - Setting Priorities (choosing the right projects)
- Does everyone in your library understand their advocacy role?
- Are there plans and policies in place?
  - Communications
  - Social media
  - Crisis Communications
- Are you partnering with groups outside of your library, such as Kiwanis, Rotary, cultural institutions, etc.?
# Checklist for Advocates

## Chapter/Association

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Has your association set its advocacy goals?</td>
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<tr>
<td>Does everyone in your association understand their advocacy role?</td>
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<tr>
<td>Are there plans and policies in place, such as intellectual freedom, advocacy, legislation, communications, social media, or crisis communication?</td>
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<tr>
<td>Is there an advocacy committee that can oversee this work, separate from a legislative committee?</td>
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<tr>
<td>Are you communicating regularly with other library associations and groups in your state?</td>
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<tr>
<td>Are you partnering with statewide organizations outside of the library association?</td>
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## Overall

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<tr>
<th>Question</th>
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<tr>
<td>Can you commit to incorporating these four messages into your advocacy work?</td>
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<tr>
<td>• Libraries transform lives.</td>
<td></td>
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<tr>
<td>• Libraries transform communities.</td>
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<tr>
<td>• Librarians are passionate advocates for lifelong learning.</td>
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<tr>
<td>• Libraries are a smart investment.</td>
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<tr>
<td>Project Management: There's no time like the present. Are you prepared to manage this project?</td>
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<tr>
<td>• What are you going to do?</td>
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<tr>
<td>• Who else is involved?</td>
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<tr>
<td>• When? Where? How? Why?</td>
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<tr>
<td>Do you know what success looks like? What's your vision or goal?</td>
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Wrap Up

List no more than 7 preliminary (draft) action steps:

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<tr>
<th>Preliminary Action steps</th>
<th>1-6 months</th>
<th>7-12 months</th>
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<tr>
<td><em>Talk to your supervisor</em></td>
<td>X</td>
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# Contacts

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