



# Library and afterschool partnerships

How afterschool providers are working together with public libraries

Photo courtesy of Ypsilanti District Library, Michigan

September 2017



**Afterschool  
Alliance**

[afterschoolalliance.org](http://afterschoolalliance.org)

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## Acknowledgements

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# How do afterschool programs view their local public libraries?

## Are they working with them, and in what ways?

These are the questions that the Afterschool Alliance, along with its partners at the Space Science Institute's National Center for Interactive Learning (NCIL) and the American Library Association, wanted to answer. Overall, our goal is to build bridges between the afterschool and library fields, so that both can share knowledge and resources to better serve our youth. While our work together has primarily focused on science, technology, engineering, and math (STEM) education through NCIL's project, STAR\_Net (Science-Technology Activities and Resources Library Education Network) the questions posed in our survey of afterschool providers offers a broader glimpse into the many types of partnerships happening with public libraries, as well as ideas for future growth. Note that we kept our discussion of the findings brief, but you can find the full set of survey results in the Appendix, starting on page 12.



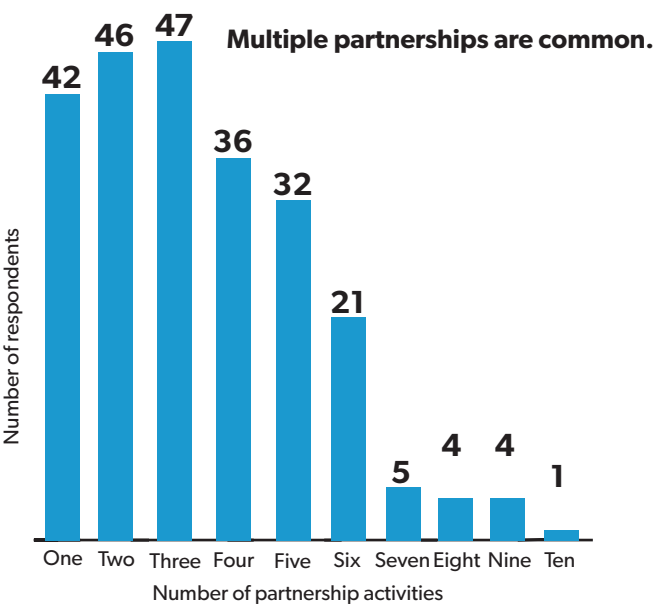
Photo courtesy of Ypsilanti District Library, Michigan

# What we found

Everybody’s doing it! Well almost. Three-quarters of the 365 afterschool programs we surveyed say they’ve partnered with their public library. And the partnerships take many forms, with the most popular interactions being summer reading or learning initiatives and taking afterschool school students to the library for a visit.



Percentage of respondents with experience in different partnership types	
Summer reading or learning initiative	65%
Library visit (e.g. to check out books, use computers, see an exhibit, etc.)	58%
Special events (such as a family night, Maker Faire, or other themed event)	48%
Librarian outreach	43%
Visited library for an education program	41%
Science, technology, engineering or math (STEM) education	29%
Book share or donation	25%
Curriculum development or support (any topic)	18%
Professional development (library staff training afterschool educators)	11%
Other	5%



The majority of respondents worked with their local public library in multiple ways. A subset of these afterschool programs or about 6 percent are “super partners”—partnering in more than seven ways!

Among those who are or have partnered with a public library, 83 percent indicated that their library partner had a staff member focused on children and youth. While we can’t say if this is correlated with the likelihood of partnership, it is an interesting question for further exploration.



## Afterschool programs have positive perceptions of public libraries

Almost all of the afterschool programs surveyed see a benefit to working with public libraries (98 percent), regardless of if they have experience doing so. Below, example quotes illustrate a sense of shared goals and diverse partnership benefits.



*"We all service the same children and it is important to work together to meet that goal."*

*"I could not speak more highly of the benefits we have had from partnering with our public library for after school programming. We have common goals, so it is incredible to have the skill set and resources of our library team to help us offer exciting programs to students. I would encourage every district to create a partnership with their library if possible, because it really has been so great to our students."*

*"The benefits are endless, including helping us leverage funds, run parent workshops, provide resources, and provide another safe haven for our students to be able to go after 3 p.m."*

*"Libraries provide a wealth of information and we can easily take a basic education curriculum and provide youth with cross-curricular experiential afterschool programs. Working together enhances community connections, access to local experts, and creates a diversity of programming."*



In addition, survey respondents see public libraries actively engaging their community through visible public events, summer learning initiatives, ongoing programming for youth and their families, efforts that support a lifelong love of learning, and access to technology and literature.

While not all respondents directly knew if their afterschool program participated in any community coalitions or networks with libraries, 32 percent answered affirmatively. The most common type of coalition or network was related to

out-of-school time education, more general initiatives related to youth and education, and literacy. In several examples, a library sat on the board of the afterschool program itself. Although less common, libraries were also part of health and wellness coalitions, neighborhood or community improvement initiatives, and networks supporting parents and families — a point that demonstrates the diversity of interests that libraries and afterschool programs share.

## A limited conception of "partnership" framed the survey responses

Across all questions, it was evident that many conceptualized public library partnerships primarily as a field trip to the public library where afterschool students needed to be transported. When survey respondents described challenges to partnering or reasons why they hadn't worked with their local public library, it was through this frame. For those working to bolster and grow partnerships between afterschool programs and public libraries, helping educators and library staff think more broadly and creatively about ways to work together and support one another's work is a promising way forward.



Photo courtesy of Frederick County Library, Maryland

# Challenges to afterschool-library partnerships and needed supports

## Accessibility and logistics for library visits

Most afterschool programs who have partnered with a library before have one close by, with almost half saying that their public library partner is within walking distance. Another third consider their library partner “accessible,” but require a vehicle to transport students or staff.

However, within multiple survey questions, respondents expressed that securing transportation, finding funding for transportation, and logistics related to travel all present challenges to working with a library. We asked those with partnership experience if they faced any challenges, and 40 percent of responses were related to these issues. Among those respondents who hadn’t partnered before, 65 percent said they were either unable to find a transportation solution or there was not a public library close by.

The open-ended responses revealed deeper insight as to why it might be challenging for some afterschool programs to take their students to the library, beyond overcoming the hurdles of getting there. Field trips are explicitly not allowed for some afterschool programs. For others, it is not feasible to get students to and from the library within the timeframe afterschool programs have for enrichment activities before parents start to pick up their children. Some survey respondents stated that library hours were inconvenient for visiting or librarian outreach. Some said that their afterschool program had too many students and/or families for the library to accommodate at once. Finally, some respondents had concerns about their students’ behavior once at the library including students being loud or not being responsible with library materials.

## Communications challenges

Again, within multiple survey questions, respondents expressed challenges to partnerships that centered around communication. Some of these challenges are a relatively light lift to solve—the top suggestions from respondents with partnership experience were regular communications

about upcoming programming or available services (29 percent) and a clear and consistent contact at the library to (24 percent). Among those respondents who hadn’t yet partnered with a public library, 60 percent needed to know who to contact at the library and 65 percent thought a better understanding of shared goals would be a helpful support in establishing a library partnership.

## Ideas for partnership and tailored programming

For the 26 percent of respondents who hadn’t worked with a public library before, almost all said they wanted ideas of what to do together (98 percent) and a third specifically said that not having the right project was why they hadn’t partnered with a public library before. Fourteen percent of those with library partnership experience wanted even more models for partnership and activity ideas.

In order to deepen their partnerships with public libraries, this group also wanted specific types of education programming tailored for the needs of afterschool programs or expertise supports for afterschool staff. Many of these responses focused on library staff performing outreach at the afterschool program site, and some also thought that the regular public programming offered by libraries could be better tailored to accommodate students in an afterschool program.

## Staff capacity constraints

While less frequently cited compared to other challenges identified by survey respondents, limited staff capacity at the afterschool program or at the library did present a challenge to some. As a specific reason for not partnering with a public library, 25 percent indicated that their organization or library staff had limited capacity. Among the three-quarters that had partnered with a public library, 16 percent said they had experienced constraints related to staff capacity.

# Opportunities for STEM

Among the three-quarters of the afterschool programs who have partnered with a public library, 29 percent had done a STEM initiative. While not the most common type of partnership, there is room for growth. Given the strong interest in STEM education with the library field, it's worth digging in a bit.

When asked for ideas on how public libraries can support afterschool programs in STEM education, survey respondents came up with many ideas. For all educators interested in bringing more and better STEM learning opportunities to their students, content expertise, engaging curricula, staff training, and cost of materials are an ongoing challenge. Many of the themes below reflect these concerns. Not all public libraries have the in-house expertise or capacity pursue these ideas, but several directly build on the core strengths of the library field.

## Types of ideas and the percentage of responses

### Traditional library supports

Curating book lists, helping kids with research literacy, reading and writing, library visits, participating in library public programming, resources in general 58%

### On-site programming

Library staff outreach, on-site to the afterschool program (typically implied that library staff would bring the activity, student materials, and facilitate the lesson) 39%

### Professional development

Providing professional development or expertise in STEM to afterschool staff 21%

### Access to technology and technology-related literacy

Access to internet and computers, or helping students with related literacies 15%

### STEM experts and volunteers

Coordinating or bringing in STEM experts, including topical speakers, STEM professionals, or community volunteers with STEM expertise 12%

### Collaboration

Coming together to share expertise and collaborate. Answers indicated a two-way relationship, rather than a one-way provision of services 11%

### Parent engagement or evening events

Explicit mention of engaging parents, or offering evening events 10%

### Making / Tinkering

Provide making or tinkering activities, including 3-D printing 10%

### Physical space

The library building offers a larger or more suitable for hands-on STEM 7%

### Computer Science

Provide computer science education, including coding activities and robotics 6%



Of the afterschool programs in our survey that had not partnered with a library before, two-thirds had never considered a partnership around STEM. About a third of the 92 open-ended responses explicitly indicated that they did not view libraries as a place for STEM. The following quotes illustrate this take-away:



*"I wasn't aware libraries had STEM."*

*"I never thought to utilize them as a STEM resource."*

*"I do not associate public libraries with STEM projects."*

*"I thought of them more as a literacy resource."*

*"[I] never thought of the possibility of collaborating with the library for these resources."*

*"[I'm] not sure what [STEM] programs they offer."*



Despite these responses, keep in mind that general perceptions of public libraries are very positive. Afterschool programs just need some help connecting the dots and changing their idea of what libraries can do or are interested in. For more ways to move forward, continue on to the next section!



Photos courtesy of Ypsilanti District Library, Michigan



# Recommendations for growing partnerships

- 1. Reach out.** While the majority of afterschool programs surveyed had already established a partnership with their local public library, a quarter of respondents haven't. The first step in reaching out by email or phone can be taken by either party. At minimum, the library's upcoming programming and events list can be shared or requested.
- 2. Change perceptions and create understanding.** Among those afterschool programs who have not previously worked with their local public library, a better understanding of shared goals is a necessary early step. Even for libraries and afterschool programs who have worked together, a face-to-face sit-down can go a long way in identifying shared goals and priorities, and deepening relationships. For those interested in STEM education, there is a widespread perception that libraries and STEM don't go together. If you're a library, tell potential partners about your LEGO® clubs, makerspaces, or your selection of STEM-themed books and computers. And if you're an afterschool program, make sure to ask!
- 3. Think beyond bringing afterschool students to the library.** While many afterschool programs are able to figure out easy and affordable transportation options, not everyone can make a field trip work. Conversely, it's not always possible for libraries to send a staff member out. Therefore, both partners should consider other creative ways to work together.
- 4. Generate and share partnership ideas.** About a third of afterschool programs who hadn't worked with a library before stated that not having the right project was a barrier to partnership. Nearly everyone in this group said that ideas of what to do together would be helpful in supporting a new partnership. Many great ideas and examples exist already, and those afterschool-library partners can look to find ways to share ideas and tips for what works. National organizations supporting both fields should support this documentation and disseminate to larger audiences.
- 5. Know that funding remains a concern.** A big draw for afterschool programs in pursuing library partnerships is the free cost of programming, outreach, and other supports. Given that public libraries are also under funding constraints, afterschool programs should look for ways to leverage the funding and resources they have access to and seek out joint funding opportunities.



Photo courtesy of Ypsilanti District Library, Michigan

## Look out for the toolkit!

Throughout the survey questions, we received numerous partnership and activity descriptions, as well as valuable tips to guide the work of afterschool programs and public libraries. To give these ideas the treatment they deserve, we'll be pulling together some rich descriptions and partnership profiles in the upcoming months. Look out for a toolkit from the Afterschool Alliance and STAR\_Net in early 2018.

# About the survey and respondents

The survey “Afterschool and library partnerships: What’s your take?” was developed and administered by the Afterschool Alliance, with feedback from core partners of the STAR\_Net initiative, which include representatives from the Space Science Institute and the American Library Association. Data were collected via an online survey from Jan. 17 through Feb. 1, 2017 using the Survey Monkey platform. The survey contained a mix of open- and closed-ended questions. The full set of survey questions and topline results are included in the Appendix.

Overall, 389 responses were reviewed, though not all completed the survey. In our analysis, 365 respondents provided answers to questions related to impressions of public libraries (see section 2 of the Appendix), and 332 respondents answered detailed questions about library-afterschool partnerships (see sections 3A and 3B of the Appendix).

Responses represent a convenience sample, as the survey was broadly promoted to the Afterschool Alliance’s national audience via email, blog, and social media. Respondents who completed the full survey were registered to win one of three prizes: the grand prize of a curriculum valued at \$1,200 value, first prize of a \$50 gift card, and second prize of a book valued at \$25.

## Geography

Based on zip code, responses came from 39 states and the District of Columbia, with the most coming from California (24), Minnesota (22), New York (27), and Oregon (32). Afterschool programs serving students in rural areas were overrepresented—45 percent indicated they served rural students, 16 percent served urban students, and 36 percent serve suburban students. Across the United States, 84.5 percent of children live in urban areas, while 15.5 percent live in rural areas.<sup>1</sup> The afterschool programs represented in this survey serve multiple sites, therefore providers might have some program sites in an urban location, and some in a suburban area.

<sup>1</sup> U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. (2014). Child Health USA 2014. Rockville, Maryland: U.S. Department of Health and Human Services. [mchb.hrsa.gov/chusa14/population-characteristics/rural-urban-children.html](http://mchb.hrsa.gov/chusa14/population-characteristics/rural-urban-children.html)



Photo courtesy of Frederick County Library, Maryland



## Program size

The majority of respondents represent small to medium afterschool programs, with 39 percent operating just one site and 33 percent operating two to five sites. In terms of students served across all sites, 44 percent serve 101 to 500 students and 31 percent serve less than 100 students.

A smaller proportion represent large afterschool programs, with 28 percent operating more than six sites and 28 percent serving more than 500 students across all sites.

The vast majority of afterschool programs represented in the survey serve elementary students (91 percent), and many serve middle school students as well (64 percent). About a third serve either high school students (36 percent), and 22 percent serve Pre-K students.

## Student demographics

Almost half of respondents (47 percent) serve student populations that are a majority high-poverty, meaning that more than 76 percent of students qualify for free- and reduced-price lunch (FRPL). Only 9 percent of respondents serve a majority low-poverty population, defined as where less than 25 percent of students qualify for FRPL.<sup>2</sup> The urban afterschool programs represented in this survey serve proportionally much higher concentrations of students qualifying for FRPL compared with rural and suburban programs—68 percent serve high-poverty student populations, with 41 percent indicating that more than 91 percent of their students qualify for FRPL.

On average, survey respondents are serving high levels of students with Limited English Proficiency (LEP) in their afterschool programs. In 2013-2014, the average percentage of English Language Learners enrolled in U.S. public schools was 9.4 percent.<sup>3</sup> Respondents whose programs are serving rural areas reported, on average, that 9 percent of their students are LEP. For urban programs, it was on average 22 percent, and for suburban programs, 15 percent.

Respondents with afterschool sites in urban and suburban locations served higher proportions of students of color<sup>4</sup>, than those in rural areas. The percentage of students of color for afterschool programs serving urban sites was 70 percent, for suburban it was 46 percent, and 28 percent for rural.



Photo courtesy of Ypsilanti District Library, Michigan

<sup>2</sup> Using the same designations as the U.S. Department of Education's National Center for Education Statistics in their report, *The Condition of Education 2010*, we defined student populations as "high poverty" when 76 to 100 percent of students were eligible for the federal free and reduced-price lunch program (FRPL) and "low-poverty" when up to 25 percent of students qualified. Retrieved from <https://nces.ed.gov/programs/coe/analysis/2010-index.asp>

<sup>3</sup> From the 2016 U.S. Department of Education, National Center for Education Statistics, *Number and percentage of public school students participating in English language learner (ELL) programs, by state: Selected years, fall 2004 through fall 2014*. Retrieved from [https://nces.ed.gov/programs/digest/d16/tables/dt16\\_204.20.asp](https://nces.ed.gov/programs/digest/d16/tables/dt16_204.20.asp)

<sup>4</sup> We included African American, Asian / Pacific Islander, Latino, and Native American as students of color, but not multiracial.



# Appendix: Survey questions and topline findings

Below are the full set of questions we asked in the survey, “Afterschool and library partnerships: What’s your take?” and the results. In addition to the questions below, we also asked respondents their name, email address, phone number, the zip code their afterschool program is located in, and if they’d like to receive e-newsletters from the Afterschool Alliance and STAR\_Net.

## Section 1: About your afterschool program

Though 389 respondents filled out this section, the numbers below reflect only the 365 respondents who at least completed Section 2 on their impressions of public libraries.

### 1. Please indicate your afterschool program’s geographical area. (Select all that apply.)

<input type="checkbox"/>	Rural	45%
<input type="checkbox"/>	Urban	16%
<input type="checkbox"/>	Suburban	36%

**Note:** The afterschool programs represented in this survey serve multiple sites, therefore providers might have some program sites in an urban location, and some in a suburban area.

### 2. What grades do you serve? (Select all that apply.)

<input type="checkbox"/>	High school	36%
<input type="checkbox"/>	Middle school	64%
<input type="checkbox"/>	Elementary school	91%
<input type="checkbox"/>	Pre-K	22%

**Note:** Most of afterschool programs represented in this survey served multiple age groups.

### 3. How many TOTAL students do you serve across all sites? (Open-ended, whole number required.)

**Note:** Reviewing responses from program practitioners, we sorted responses into the following categories. Any responses that were greater than one standard deviation from the mean number of students served were excluded from our analysis for this question.

Less than 100	31%
101-500	44%
501-1,000	12%
Greater than 1,000	16%

**4. How many sites does your afterschool program operate?** (Open-ended, whole number required.)

**Note:** In reviewing responses, we sorted responses into the following categories.

One site	39%
Two to five sites	33%
Six to 15 sites	19%
16-49 sites	8%
Greater than 50 sites	1%

**5. What percentage of your students qualify for the Federal Free or Reduced Price Lunch Program (FRPL)?** (Choose one.)

	<b>Overall</b>	<b>Rural</b>	<b>Urban</b>	<b>Suburban</b>
<input type="radio"/> 0-25%	9%	7%	6%	19%
<input type="radio"/> 26-50%	15%	16%	10%	18%
<input type="radio"/> 51-75%	29%	39%	15%	30%
<input type="radio"/> 76-90%	21%	19%	27%	17%
<input type="radio"/> 91-100%	26%	19%	41%	15%

**Note:** For respondents, this question was multiple choice between five percentile ranges. In our analysis we examined differences between rural, urban, and suburban communities.

**6. What percentage of your students are Limited English Proficient (LEP)?** Open ended, whole number required.

**Note:** In our analysis, we grouped the responses into percentile ranges and looked at averages across geographic type.

<b>Percent of LEP students</b>	<b>Percent of respondents</b>	<b>Average percent of LEP students across geographic locations</b>	<b>All</b>	<b>Rural</b>	<b>Urban</b>	<b>Suburban</b>
0-25	82%					
26-50	10%		15%	9%	22%	15%
51-75	4%					
76-100	4%					

**7. Please estimate the racial / ethnic makeup of your students** (by percentage, all fields must sum to 100).

	<b>Overall</b>	<b>Rural</b>	<b>Urban</b>	<b>Suburban</b>
<b>African American</b>	23%	13%	38%	21%
<b>Asian / Pacific Islander</b>	4%	1%	6%	6%
<b>Latino</b>	17%	10%	25%	18%
<b>More than one race</b>	6%	5%	7%	8%
<b>Native American</b>	2%	4%	1%	1%
<b>White</b>	46%	65%	21%	42%
<b>Other</b>	2%	1%	2%	3%

## Section 2: Your impressions of public libraries

365 respondents completed this section.

**8. In your capacity as an afterschool practitioner, do you utilize the public libraries in your community?**

*Public libraries serve the general public, and are generally funded from public sources like taxes. They do not include K-12 school libraries, university libraries, research or special collections libraries, or state libraries. (Choose one.)*

- ☐ **Yes** 72%
- ☐ **No** 28%

If “no”, please briefly explain why not. Open-ended.

**Note:** 104 responses were analyzed and grouped into the following categories.

Types of explanations given	Count	Percent of responses
<b>Transportation</b>		
Challenges in securing busing for afterschool students, lack of transportation funding, or field trips explicitly not allowed	42	40%
<b>Proximity</b>		
No nearby public libraries	18	17%
<b>No Answer</b>		
Response did not contain an answer to why the respondent had not utilized a public library	18	17%
<b>School Library</b>		
Response stated that the school library was the current or preferred library partner	13	13%
<b>Other</b>		
Responses did not fall into any other categories	12	12%
<b>Hours and Logistics</b>		
Inconvenient library hours for visiting or librarian outreach, issues with library cards, or other logistics	11	11%
<b>Communication</b>		
Do not know what public libraries have to offer, have not reached out, or library has not responded to partnership requests	9	9%
<b>Physical Capacity</b>		
Too many students and/or families for the library to accommodate for a visit	5	5%
<b>Had not considered using the public library</b>	5	5%



**9. What role are public libraries currently playing to support youth in your community?** *For example, are you aware if they are providing certain types of services and programs, engaging particular populations, etc. It's okay if you don't know!* (Choose ended.)

**Note:** In our analysis, we grouped responses into the following categories. As responses may have identified multiple roles that public libraries play, the percentage of responses exceeds 100.

Category and description	Percentage of responses
<b>Programming for Students and Families</b> Recurring weekly or monthly activities and programs held by the library. Examples include: story-time, homework help, teen nights, etc	27%
<b>Public Events</b> One-time events held by the library include the library hosting a speaker, an annual fair, or holiday oriented events that happen once a year	24%
<b>General Resources</b> Providing the community with access to books, computers, reference materials, library staff, or tutors	22%
<b>Summer Learning</b> Summer programs, events, or reading initiatives	14%
<b>Unsure</b> Respondents did not know or were unsure of the role of libraries in their communities	12%
<b>Other</b> Included specific examples that did not fit within the already existing categories	7%
<b>Safe Space</b> A supervised place for youth to go when they are not at school, an afterschool program, or with their parents	3%

**10. Does your organization participate in any coalitions, networks, or working groups in which a library is also a member?** (Choose one.)

- ☐ Yes 32%
- ☐ No 28%
- ☐ I don't know 40%

**If "yes", please list.** (Open-ended.)

**Note:** 109 responses were grouped into the following categories based on the issue area and population served.

Type of coalition, network, or working group	Count	Percent of responses
Out-of-school time <i>Including library staff serving on the board of the afterschool program</i>	32	29%
Youth and education	25	23%
Literacy	18	17%
Unclear	17	16%
Health and wellness	13	12%
Official city or county initiative	11	10%
Neighborhood or community improvement	11	10%
Social service agencies or coalitions of community-based organizations	10	9%
Parents and families	9	8%
Business and economic development	8	7%
STEM	7	6%
Early childhood	7	6%
Higher education	5	5%
Anti-bullying and school climate	2	2%
Arts	2	2%

**11. Do you see any benefits in partnering with a public library to offer afterschool programming?** (Choose one.)

- ☐ Yes 98%
- ☐ No 2%

**Please explain why or why not.** (Open-ended.)

**Note:** A summary and example quotes are provided in the main body of the report.

**12. Has your afterschool program worked with a public library before?** *Again, this does not include K-12 school libraries, university libraries, research or special collections libraries, or state libraries.* (Choose one.)

- ☐ Yes 74%
- ☐ No 26%

## Section 3A: More about your library partnership

For the 240 of respondents who selected “Yes” to question 12, indicating that their afterschool program had worked with a public library, we asked the following set of additional questions.

1. **What is the name of your public library partner?** *Optional, as we understand if you’re not comfortable sharing.*  
(Open-ended.)

Not publically reported.

2. **Do they have a librarian focused on children and youth?** (Choose one.)

- ☒ Yes 83%
- ☐ No 3%
- ☐ I don’t know 14%

3. **Is this library accessible to your students?** (Choose one.)

**Note:** In our initial counts we received 51 responses for “Other,” which accounted for 20 percent of our responses. In our analysis, we were able to re-sort 37 of these responses into existing categories. For programs that indicated site-level accessibility information, we were able to re-categorize answers at a site level (i.e. “we have one program that students can walk, and our other program is too far away”). We also created two new categories to sort responses initially counted in “other,” “multiple sites with different levels of accessibility” and “different levels of accessibility between students.” These categories were created for programs that did not differentiate levels of accessibility at a site level, or stated that the accessibility of the library did not vary at the site level, but the student level. Because programs listed multiple responses in the “other” category, new percentages exceed 100.

Response Category	Original		New	
	Count	Percentage	Count	Percentage
Yes, it's within walking distance	108	43%	121	49%
Yes, but by car or bus only	54	22%	54	22%
Yes, via public transportation	32	13%	35	14%
Other ( <i>please specify</i> Open-ended)	51	20%	14	6%
No, it's too far to travel to	2	1%	2	1%
No, travel conditions are unsafe	2	1%	3	1%
No, it's too expensive to travel to	0	0%	0	0%
New Categories Based On “Other”:				
	Count	Percentage	Count	Percentage
Multiple program sites with different levels of accessibility	N/A	N/A	30	12%
Different levels of accessibility between students	N/A	N/A	7	3%



#### 4. What type(s) of initiative(s) did you partner on? (Select all that apply.)

<input type="checkbox"/>	Summer reading or summer learning initiative	65%
<input type="checkbox"/>	General library visit (e.g. took students to check out books, use computers, see an exhibit, etc.)	58%
<input type="checkbox"/>	Special events (such as a family night, Maker Faire, or other themed event)	48%
<input type="checkbox"/>	Librarian outreach (i.e. a library staff member visited your location to deliver a books or a program)	43%
<input type="checkbox"/>	Visited library for an education program (such as an author reading, dance or music program, etc.)	41%
<input type="checkbox"/>	Science, technology, engineering or math (STEM) education (either in a library visit or on site)	29%
<input type="checkbox"/>	Book share or donation	25%
<input type="checkbox"/>	Curriculum development or support (any topic)	18%
<input type="checkbox"/>	Professional development (library staff training afterschool educators)	11%
<input type="checkbox"/>	Other (please specify)	5%

**Note:** Responses that were able to be re-sorted into existing categories from “Other” were re-coded accordingly. As responses may have identified multiple roles that public libraries play, the percentage of responses exceeds 100.

**Further Analysis:** From this question, we also looked at how many types of partnership initiatives and activities respondents here doing with their local public library. The respondent with partnership experience in ten activities selected all activities from the pre-set list above, with an additional activity described in the “Other” section.

Number of Activities	Ten	Nine	Eight	Seven	Six	Five	Four	Three	Two	One
Number of Respondents	1	4	4	5	21	32	36	47	46	42

#### 5. Please briefly describe each initiative(s) in 1-3 sentences. (Open-ended.)

**Note:** These descriptions largely fell into the partnership activity types enumerated in the previous question. A forthcoming afterschool Alliance and STAR\_Net publication will provide rich descriptions paired with case studies in order to offer practitioners from both the afterschool and library field a depth of ideas for partnership.

#### 6. Rate your satisfaction with the partnership. (Choose one.)

<input type="radio"/>	Very satisfied	65%
<input type="radio"/>	Somewhat satisfied	23%
<input type="radio"/>	Neither satisfied nor dissatisfied	9%
<input type="radio"/>	Somewhat dissatisfied	3%
<input type="radio"/>	Very dissatisfied	0%

#### 7. What were the benefits of working with the library? (Open-ended.)

**Note:** A summary and example quotes are provided in the main body of the report.

## 8. Describe any challenges. (Open-ended.)

**Note:** For our analysis we sorted responses into the following categories.

Category and Description	Percentage of Responses
<b>None</b> No reported challenges partnering with their local library	22%
<b>Transportation</b> Difficulty or inability to acquire transportation to or from the local library	19%
<b>Logistics</b> Scheduling challenges or program rules that prevented partnership	16%
<b>Resources</b> Limited staff capacity at the library or afterschool program, or limited resources at the library (i.e. books, computers, space, etc.)	16%
<b>Communication</b> Difficulties finding a contact or maintaining contact with the local library	10%
<b>Student Behavior</b> Concerns surrounding students being loud, or not responsible with library materials	7%
<b>Funding</b> Inability to afford transportation or staff	5%
<b>Other</b> Answers that did not fit within the other categories	3%
<b>Unsure</b> Respondents who did not know of any challenges, but did not indicate that there were no challenges in partnering (i.e. "I don't know.")	1%

**9. How can public libraries support afterschool programs in STEM education?** *If you've done a STEM initiative with a library partner and haven't described it yet, please do so. Otherwise, think about the strengths and resources of libraries, and tell us how they could work with programs like yours around STEM! (Open-ended.)*

Description	Count	Percent
<b>Traditional library supports</b>		
Curating book lists, helping kids with research literacy, reading and writing, library visits, participating in library public programming, resources general	115	58%
<b>On-site programming</b>		
Library staff outreach, on-site to the afterschool program (typically implied that library staff would bring the activity, student materials, and facilitate the lesson)	78	39%
<b>Professional development</b>		
Providing professional development, training, or expertise in STEM to afterschool staff	42	21%
<b>Tech access and literacy</b>		
Access to internet and computers, or helping students with related literacies	29	15%
<b>Funding and capacity</b>		
The library as a direct source of funding or an indication that the library could provide activity materials and expanded capacity related to cost	24	12%
<b>STEM experts and volunteers</b>		
Coordinating or bringing in STEM experts, including topical speakers, STEM professionals, or community volunteers with STEM expertise	24	12%
<b>Collaboration</b>		
Coming together to share expertise and collaborate. Answers indicated a two-way relationship, rather than a one-way provision of services	21	11%
<b>Parent engagement or evening events</b>		
Explicit mention of engaging parents, or offering evening events	19	10%
<b>Specialty Programming - Making</b>		
Provide making or tinkering activities, including 3-D printing (at the library, or on-site at the afterschool program)	19	10%
<b>Physical space</b>		
The library building offers a larger physical space, or a space more suitable for hands-on STEM	14	7%
<b>Specialty Programming - Computer Science</b>		
Provide computer science education, including coding activities and robotics (at the library, or on-site at the afterschool program)	12	6%

**10. What kinds of supports and/or additional information would helpful to you in continuing or deepening partnerships with public libraries? (Open-ended.)**

Description	Count	Percentage
<b>Knowledge of library offerings</b> Regular or timely communications of available programming or services	52	29%
<b>Educational programming and professional development</b> Specific types of education programming tailored for the needs of afterschool programs or expertise supports for afterschool staff	51	28%
<b>Library contact</b> Knowing who to reach out to at the library, opportunities to make connections and build relationships	43	24%
<b>Other</b> Answers that did not fit within the other categories	32	18%
<b>Funding</b> Funding for partnerships or joint activities, or ideas for funding sources	29	16%
<b>Ideas for partnership</b> Activity or partnership ideas, models, or tips	25	14%
<b>Transportation</b> Addressing challenges to transporting students to the library	13	7%
<b>Understanding of shared goals</b> Learning more about libraries' institutional goals and where they overlap with the afterschool program	6	3%



## Section 3B: Digging into library partnerships

For the 95 respondents who selected “No” to question 12, indicating that their afterschool program had not worked with a public library, we asked the following set of additional questions.

### 1. Are there specific reasons why you haven’t partnered with a public library? (Select all that apply.)

<input type="checkbox"/>	Haven’t considered it before	39%
<input type="checkbox"/>	Haven’t had the right project or initiative	34%
<input type="checkbox"/>	No public library close by	24%
<input type="checkbox"/>	Unable to find a transportation solution to visit the library	41%
<input type="checkbox"/>	Library staff have limited capacity	9%
<input type="checkbox"/>	My organization has limited capacity	16%
<input type="checkbox"/>	Library declined partnership request	3%
<input type="checkbox"/>	Not interested	1%
<input type="checkbox"/>	Other (please specify)	18%

**Note on “Other”:** Five respondents cited that they were a new staff member or worked at a new afterschool program, and hadn’t had the chance to do any outreach or relationship-building. Three answers reflected administrative challenges that could be solved through better communication. The rest fit into the existing categories, primarily reflecting organizational capacity issues.

### 2. Do you or someone else in your organization have a contact or relationship with any local library staff? (Choose one.)

<input type="radio"/>	Yes	32%
<input type="radio"/>	No	34%
<input type="radio"/>	Not sure	35%

If “yes”, please tell us who and in what capacity. (Open-ended.)

**Summary of responses:** Connections and personal relationships between afterschool and library staff are diverse. On the afterschool side, program directors, managers, and administrators might be the contact. Respondents stated that their connection to the library range from branch managers, teen and children’s librarians, media specialists, to general library staff.

### 3. Have you considered working with a public library on science, technology, engineering, and math (STEM) education? (Choose one.)

<input type="radio"/>	Yes	37%
<input type="radio"/>	No	63%

Please tell us why or why not. (Open-ended.)

About a third of the 92 responses explicitly indicated that they did not view libraries as a place for STEM or working with a public library on STEM had not crossed their minds. Another 18 percent of these responses indicated that the afterschool program had an active interest in STEM.

### 4. What kinds of supports and/or additional information would be helpful to you in partnering with a library? (Select all that apply.)

<input type="checkbox"/>	Ideas of what to do together	98%
<input type="checkbox"/>	A better understanding of shared goals	65%
<input type="checkbox"/>	Knowing who to contact	60%
<input type="checkbox"/>	Other (please explain)	12%