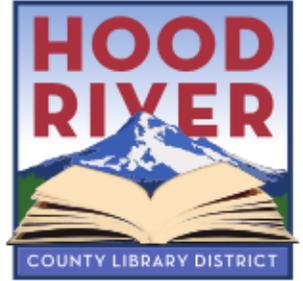


Board of Directors
Special Meeting Minutes
Tuesday, December 17, 2019, 6.00-7.00p
Jeanne Marie Gaulke Community Meeting Room
502 State St, Hood River
Karen Bureker, Vice President



Present: Rachael Fox (staff), Arwen Ungar (staff), Mo Burford (staff), Penny Hummel (consultant), Karen Bureker, Megan Janik, Sara Marsden, and Brian Hackett.

- I. Additions/deletions from the agenda (ACTION)** Bureker
Vice President Karen Bureker called the meeting to order at 6:05pm. Marsden moved to approve the agenda as presented. Janik seconded. The motion carried unanimously.
- II. Conflicts or potential conflicts of interest** Bureker
None stated.
- III. Open forum for the general public** Bureker
None present.
- IV. Marketing and Audit discussion** Hummel
The board reviewed the five year strategic goals and identified goal. The write up of the meeting by Penny Hummel is attached.
- V. Adjournment** Bureker
The meeting was adjourned at 7:05pm.

Other matters may be discussed as deemed appropriate by the Board. If necessary, Executive Session may be held in accordance with the following. Bolded topics are scheduled for the current meeting's executive session.

- ORS 192.660 (1) (d) Labor Negotiations
- ORS 192.660 (1) (e) Property
- ORS 192.660 (1) (h) Legal Rights
- ORS 192.660 (1) (i) Personnel

The Board of Directors meets on the 3rd Tuesday each month from 7.00 to 9.00p in the Jeanne Marie Gaulke Memorial Meeting Room at 502 State Street, Hood River, Oregon. Sign language interpretation for the hearing impaired is available if at least 48 hours notice is given.

502 State Street
Hood River - OR 97031

541 386 2535

www.hoodriverlibrary.org

Hood River County Library District
Marketing Audit and Discussion Facilitated by Penny Hummel
January 2020

Introduction

In late 2019, the Hood River County Library District contracted with Penny Hummel Consulting to conduct an audit of current marketing efforts and to facilitate a board discussion on this topic on December 17, 2019. Discussion participants included: Karen Bureker, Brian Hackett, Megan Janik, Sarah Marsden (library board), and Rachael Fox, Arwen Unger and Mo Burford (library staff).

Initial marketing goals identified by the group included the following:

- Increase percentage of community members who have a library card to 100%
- Increase use of the library
- Increase the diversity of audiences who attend library programs
- Develop a meaningful library presence in Odell
- Increase adult and teen use of the Cascade Locks Library
- Do the best job we can telling the library's story
- Increase use of the Hood River library by Latinx community members
- Increasing community knowledge and understanding of what the library offers
- Addressing the cultural divide between Anglos and Latinos
- Reaching out to other parts of the county (beyond Hood River)

These goals were refined into four primary goals, which are discussed below.

Marketing Goal #1: Develop a meaningful library presence in Odell.

Situation: This is one of the five goals of the library's 2016 – 2021 strategic plan. In 2019, the library offered a Pop-Up Library in Odell in conjunction with the Mercado (local farmer's market). Results have been mixed. Subsequently, the library has issued an RFP for a Feasibility and Scoping Exercise to enhance library services in Odell, which will address this marketing need from a project design standpoint.

Audit notes: The library's approach to this goal is congruent with best practices in marketing. Rather than focusing on how to get people to use services the library has already decided to offer, Phase II of the Odell project begins with asking the desired audience (Latino residents of Odell) what they would like.

Marketing Goal #2: Increase adult and teen use of the Cascade Locks Library.

Situation: Staff report ongoing challenges with attracting community members (in particular, adults and teens) to library programming at Cascade Locks. The library has offered a range of events from cooking classes to movies but “no one shows up.”

Audit notes: Cascade Locks has many challenges with respect to attracting library audiences. It's increasingly a bedroom community, so it can be harder to generate community involvement as people are spending their time commuting rather than at local events. It doesn't have a newspaper or local schools, and the absence of both limits promotional opportunities as well as general community engagement. Cascade Locks is similar to many other small/rural communities in Oregon, where the opportunities for people to connect with each other are limited. It is a difficult pattern for the local library to turn around on its own.

With the limited information we have, it is hard to know why adults and teens are not engaged in library programming at Cascade Locks. Looking at the issue from the perspective of the “Four P's of Marketing,” the following questions could be explored:

- **Product:** Are topics and types of programs that have been offered in Cascade Locks of value and sufficient interest to community members? Can information be solicited locally to find out more about what people are interested in? Some ideas:
 - Gathering data from moms and caregivers who attend library story times. Admittedly, this would not represent everyone, but since these adults are already regularly showing up at the library, it could be a start. (Census data shows that 19% of the population in Cascade Locks is under age 9, compared to 12% in Oregon: <https://censusreporter.org/profiles/16000US4111600-cascade-locks-or/> A higher percentage of children under age 9 equals a higher percentage of adults in the life stage of caring for them.)
 - What does circulation information reveal about community interests? (For example, if mushrooming books are popular, that might reflect a programming opportunity.)
- **Price:** Assuming these programs are free from a monetary standpoint, what are the other “prices” paid to participate in them? Are they offered on a day and at a time of the week when local people can participate? Are library hours sufficient and convenient? Is parking a challenge? Are there other barriers to participation and could they be mitigated?
- **Place:** Is the library location well known, convenient and welcoming? And do Cascade Locks residents attend library programs at the bigger Hood River library, or elsewhere?
 - It might be interesting to ask Hood River library programming participants where they live (even informally, through a show of hands). Looking at the programming statistics from the last year, I was interested to see that a 12/18 Solstice Party in Hood River attracted 60 people, while another Solstice Party on the same day in Cascade Locks attracted zero. Do Cascade Locks folks turn to Hood River for cultural opportunities?

- Promotion: How do people find out about local events in Cascade Locks and is the library using those methods of communication? Based on our conversation, it appears that the library is using all available channels.

Beyond these variables (and given the library’s limited ability to change many of them), I would recommend that the library set clear and objective parameters with respect to how large an audience for a library program needs to be to justify the expense of hosting it. Then, move forward based on those goals. It is entirely possible (and entirely OK) that the best course of action for the Cascade Locks library may be simply to focus its programming on storytimes.

Marketing Goal #3: Do the best job we can telling the library’s story.

Situation: the library utilizes the usual means of communication common to public libraries, including news releases, radio, print publications, social media and cross-promotion with community partners. The website is currently being redesigned.

Audit notes: My general sense is that the library is “turning over all the available rocks” with respect to general communications and that library staff are knowledgeable about how to go about that. I have a few suggestions to consider:

- Redesign the library’s informational brochure, and streamline the information within it. I would like to see a more readable font, less text and more photos, and less content that is basically long bulleted lists. If all of the current content is necessary in one document, I would make it a fourfold rather than a threefold to allow for some photos and breathing room. I would suggest omitting the library mission statement and vision—instead, I’d start with language on the front that more directly invites people to use the library.
- Create a simple and short annual report. I am attaching an example I created for the Tillamook County Library.
- Consider the content of the library e-newsletter. My understanding from our discussion is that, in general, the newsletter is successful in getting the word out about library news and events. That’s great, but I do feel like it might be worth experimenting with highlighting fewer things to give the ones you do highlight a bigger spotlight. (Attached is a Multnomah County Library e-newsletter that takes this approach.)
- As we discussed, now is probably an opportune time to conduct a community survey. I am attaching an example I developed for a recent client that gathers several different kinds of important information:
 - what people are doing currently when they use the library,
 - what improvements (and programming) they’d like to see
 - and how they rank the library on outcome statements (such as “The library provides good value for taxpayer dollars”).

The outcome statements, in particular, are very useful for an annual report (see Tillamook County annual report to see how they can be used.)

The larger issue of how to tell the library's story is a vast topic. A few years ago, Pennsylvania libraries worked with a storytelling expert and developed this toolkit, which has some fun and intriguing exercises:

https://powerlibrary.org/wp-content/uploads/2014/12/PA_StorytellingTOOLKIT.pdf

Marketing Goal #4: Increase use of the Hood River library by Latinx community members.

Situation: The board and staff noted that although a high percentage of the Hood River population is Hispanic/Latinx (32%, according to the U.S. Census), this is not reflected in use of the Hood River library. The library's bilingual outreach is focused on Odell residents, and Hood River's Latinx population is more diverse than Odell with respect to socioeconomic status and longevity in the community.

Audit notes: This situation is similar to the situation faced by the Cascade Locks library with respect to adults and teens. People aren't showing up. To return to the four marketing pillars, I would ask the following questions:

- **Product:** Are the Hood River library's services and programs of value and sufficient interest to Latinx community members? Objectively, we know that public libraries have a great deal to offer people from all walks of life. So, if we are not connecting with a core part of our audience, we need to look closely at what we are offering:
 - What do collection statistics tell us about how the collection is and isn't being used? How might this be improved?
 - Spanish Bilingual and bicultural staff are a key "product" with respect to serving Latinx populations. How is the library developing a staff that reflects the community? For example, when I was library director in Canby (25% Latinx), every open position was designated bilingual required or preferred (with a pay differential for those with Spanish language skills). We also designed the staff schedule to maximize the availability and visibility of bilingual staff.
- **Price:** When our focus is on an underserved (and, sometimes disadvantaged) audience, we need to focus specifically on identifying and addressing barriers. For example, for those who might avoid getting a library card because of concerns about privacy or incurring fines, we can highlight services that do not need a library card (such as uncatalogued paperbacks).
- **Place:** How is the library itself welcoming to Latinx residents? Are all key materials (such as the library's welcome brochure) translated into Spanish? Is the placement of the Spanish language collection conducive to its use? When I was in Canby, my Mexican American colleague advised me against moving the Spanish adult collection to what I thought was a prime location, which happened to be across from the main desk. "People will think you moved it there so you can keep an eye on them," she said. This would never have occurred to me and I took her advice. Getting such input from members of the community we are attempting to serve is invaluable.

- Promotion: Based on our conversation, it appears that community partnerships are an important way for the library to reach out to Latinx residents. In my experience, word of mouth is also extremely critical and results primarily from successfully addressing the other three P's.

As one person noted, success in serving the Latino community in Odell will be key to creating the same success in Hood River: "If we can unpack Odell, the pieces will work here." In addition, if a community wide general survey is undertaken, I would underscore the importance of not only creating a Spanish version but also promoting this version heavily within the Latinx population, which may need to be done one-on-one, in person, and with paper surveys.

Library Branches

Tillamook Main Library
South Tillamook County (Pacific City)
Garibaldi
Rockaway Beach
Bay City
North Tillamook County (Manzanita)
Library Bookmobile



2017-18 Report to the Community



Library Board

Shiela Zerngast (Chair)
Chris Chiola (Vice Chair)
Betsy Chase
Bob Favret
Cheryl Hantke
Ruth La France
Neal Lemery

Director

Sara Charlton



As the Tillamook County Library system completes the third year of our five year Futures Plan, we are pleased to provide the community with a report card highlighting our progress.

Tillamook County Library
1716 Third Street
Tillamook OR 97141
www.tillabook.org

A SUMMARY OF OUR PROGRESS IN 2017 - 2018:*

Goal One:

All residents are aware of and use the library.

- Circulation of library materials increased to 520,385 items, or an average of over 19 books checked out by each man, woman and child in Tillamook County.
- The number of library cardholders increased by 7.2%. Over three fourths of Tillamook county residents are library cardholders.
- Attendance at library programs and events increased by almost 15%, averaging over 1,321 participants each month.

Goal Two:

Residents experience a library that is convenient, easy to use, and rewarding.

- When surveyed, over 89% of respondents agreed or strongly agreed that the library is easy and convenient to use.
- Thanks to the generosity of private donors, work continues on a new park adjacent to the Tillamook Main Library.

Goal Three:

Residents recognize that they get good value for the dollar.

- When surveyed, over 91% of respondents agreed or strongly agreed that the library provides good value to our community.
- Similarly, over 88% of respondents surveyed agreed or strongly agreed that they are satisfied with the services provided by the library.

Goal Four:

Residents and community members know the library is a valuable resource and active partner in helping improve the quality of life in Tillamook County.

- In the library's annual community survey, almost 90% of respondents agreed or strongly agreed that the library helps build a better community through learning and knowledge.
- Your library has active partnerships with a wide range of other community organizations, including the Grub Club and AARP Foundation Tax-Aide Program. We work together to ensure that Tillamook County is a great place to live for everyone.

*Results reported from the library's most recent fiscal year (July 1, 2017 - June 30, 2018).

2017/18 AT A GLANCE

520,944

Items checked out

204,933

Visits to libraries

69,551

Number of online sessions (library computers and Wi-Fi)

21,724

Cardholders

18,225

Program attendance

1,145

Number of library programs

From: Penelope Hummel pennyhummel@gmail.com
Subject: Fwd: Everybody Reads 2020 begins now
Date: January 7, 2020 at 12:53 PM
To: Penny Hummel penny@pennyhummel.com



Begin forwarded message:

From: "Multnomah County Library" <librarynews@multcolib.org>
Subject: **Everybody Reads 2020 begins now**
Date: January 2, 2020 at 4:13:08 PM PST
To: pennyhummel@gmail.com
Reply-To: librarynews@multcolib.org



January 2020



Everybody Reads features Tommy Orange

A chorus of 12 voices speaks to the experience of urban Native people in Tommy Orange's debut novel. Read *There There* and join us for our 18th annual community reading project. We have extra copies of the book in print and online. Everybody Reads is made possible in part by The Library Foundation with author appearance made possible by Literary Arts.

Martin Luther King Jr. Day closure

January 20
All libraries

Hand Block Printing from India

January 8
Rockwood Library
January 17
Troutdale Library

Opening reception: Seeing It Through

January 11
Central Library

Join your neighbors



Free business and creative courses

Become a craft business owner, bookkeeper or graphic designer. Learn anything from songwriting to plastic manufacturing. [Lynda.com](https://www.lynda.com) can help you get better at what you do or what you want to do. Upcoming classes offer an introduction, but you can use this service any time.

Take free courses



An intimate evening with Black Belt Eagle Scout

"If you can imagine all of the best things that the Pacific Northwest has brought us — Mount Eerie, Grunge, Sleater-Kinney, The Girls Rock Camp, and lush mountain ranges — reimagined and told through

Central Library

LinkedIn Basics

January 13
North Portland Library
January 28
Midland Library

Golden Mitten and
the Three Polar
Bears

January 25
Gregory Heights Library

Easy and
Affordable Mason
Bee Hosting

Various dates and
libraries

the perspective of an Indigenous Swinomish/Iñupiaq woman; if you can imagine the magic that would bring to your life then you can imagine Black Belt Eagle Scout.” — *She Shreds Magazine*

Hear her live

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Portland, OR | 97232 US

This email was sent to pennyhummel@gmail.com.

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LIBRARY COMMUNITY SURVEY

Welcome! This survey is an important part of the Watsonville Public Library’s strategic planning process. Our goal is to provide library books, materials, programs and services that meet your needs—but we need input from community members like you to be successful.

The survey takes less than 10 minutes to complete and your participation will benefit our community for years to come. All responses are confidential. Thanks so much!

1. Have you used the Watsonville Public Library in the last year?

- | | |
|--|--|
| <input type="checkbox"/> Yes. (Go to Question 2) | <input type="checkbox"/> No. (Skip to Question 9) |
| <input type="checkbox"/> I’ve used the library but it’s been more than a year ago (Skip to Question 9) | <input type="checkbox"/> I have never used the library. (Skip to Question 9) |

2. Which library do you use most frequently?

- | | | |
|---------------------------------------|---|----------------------------------|
| <input type="checkbox"/> Main Library | <input type="checkbox"/> Freedom Branch Library | <input type="checkbox"/> Website |
|---------------------------------------|---|----------------------------------|

3. How often do you visit the library?

- | | | |
|---|--|---------------------------------|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Several times a month | <input type="checkbox"/> Rarely |
| <input type="checkbox"/> Several times a week | <input type="checkbox"/> Monthly | <input type="checkbox"/> Never |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> 3 – 6 times a year | |

4. What do you do when you visit the library? (Select all that apply)

<input type="checkbox"/>	Pick up materials on hold	<input type="checkbox"/>	Work/Use the library for work purposes
<input type="checkbox"/>	Browse/borrow books, DVDs, CDs	<input type="checkbox"/>	Read or browse the collection
<input type="checkbox"/>	Attend library programs for babies	<input type="checkbox"/>	Ask a question/seek information
<input type="checkbox"/>	Attend library programs for pre-school age children	<input type="checkbox"/>	Spend time with my children
<input type="checkbox"/>	Attend library programs for children age 6 to 12	<input type="checkbox"/>	Use online databases and resources
<input type="checkbox"/>	Attend library programs for teens	<input type="checkbox"/>	Read newspapers and magazines
<input type="checkbox"/>	Attend library programs for adults	<input type="checkbox"/>	Download e-books, music or video
<input type="checkbox"/>	Attend library programs for families	<input type="checkbox"/>	Volunteer
<input type="checkbox"/>	Access free Wi-Fi	<input type="checkbox"/>	Use a study room
<input type="checkbox"/>	Use a library computer	<input type="checkbox"/>	Attend a meeting
<input type="checkbox"/>	Study	<input type="checkbox"/>	Use the California Agricultural Workers’ History Center
<input type="checkbox"/>	Something else:		

5. Please rank the following potential changes/improvements based on what is most important to you and your family:

	<i>Very important</i>	<i>Important</i>	<i>Somewhat important</i>	<i>Not important</i>	<i>Don't know</i>
More open hours at Main Library	[]	[]	[]	[]	[]
More open hours at Freedom Branch Library	[]	[]	[]	[]	[]
More current books	[]	[]	[]	[]	[]
More current DVDs	[]	[]	[]	[]	[]
More downloadable e-books, videos, music	[]	[]	[]	[]	[]
More computers	[]	[]	[]	[]	[]
More materials (books, DVDs, CDs, periodicals, etc.) in Spanish	[]	[]	[]	[]	[]
Bookmobile service at various locations	[]	[]	[]	[]	[]

6. Please rank the following potential changes/improvements based on what is most important to you and your family:

	<i>Very important</i>	<i>Important</i>	<i>Somewhat important</i>	<i>Not important</i>	<i>Don't know</i>
More programs for babies	[]	[]	[]	[]	[]
More programs for toddlers and preschoolers	[]	[]	[]	[]	[]
More programs for children 6 - 12	[]	[]	[]	[]	[]
More teen programs	[]	[]	[]	[]	[]
More family programs	[]	[]	[]	[]	[]
More adult programs	[]	[]	[]	[]	[]
More programs in Spanish	[]	[]	[]	[]	[]

7. Please rank the following programming options based on what is most important to you and your family:

	<i>Very important</i>	<i>Important</i>	<i>Somewhat important</i>	<i>Not important</i>	<i>Don't know</i>
Literary events (author talks, book groups)	[]	[]	[]	[]	[]
Arts and cultural events (performance, film, celebrations)	[]	[]	[]	[]	[]
History or genealogy programs	[]	[]	[]	[]	[]
Craft or hands-on art programs	[]	[]	[]	[]	[]
STEM (science, technology, engineering and math) programs	[]	[]	[]	[]	[]
Consumer, health, finance and other how-to topics	[]	[]	[]	[]	[]
Computer classes	[]	[]	[]	[]	[]
Adult literacy programs	[]	[]	[]	[]	[]
Homework help	[]	[]	[]	[]	[]
Storytimes	[]	[]	[]	[]	[]
Summer Reading	[]	[]	[]	[]	[]
Programs for jobseekers	[]	[]	[]	[]	[]
Programs for parents/caregivers	[]	[]	[]	[]	[]

8. How do you prefer to hear about upcoming events or other news about the library? (Select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Website | <input type="checkbox"/> Printed materials in library (flyers, bookmarks, posters) |
| <input type="checkbox"/> E-mail/email newsletter | <input type="checkbox"/> Displays within the libraries |
| <input type="checkbox"/> Facebook | <input type="checkbox"/> Local news media (newspaper, radio etc.) |
| <input type="checkbox"/> Instagram | <input type="checkbox"/> Online news/community calendars |
| <input type="checkbox"/> Twitter | <input type="checkbox"/> Something else: |

9. If you indicated on Question 1 that you don't use the library, what are the reasons why? (Select all that apply)

<input type="checkbox"/>	Library hours are inconvenient.	<input type="checkbox"/>	I have unpaid fines.
<input type="checkbox"/>	The library does not have the materials I want.	<input type="checkbox"/>	I don't want to incur fines.
<input type="checkbox"/>	It takes too long to get the materials I want.	<input type="checkbox"/>	The library doesn't offer anything I want or need.
<input type="checkbox"/>	I don't think I could get a library card.	<input type="checkbox"/>	I can find what I need on the internet.
<input type="checkbox"/>	Parking is a challenge.	<input type="checkbox"/>	I buy the books and other materials I want.
<input type="checkbox"/>	The library's locations are inconvenient.	<input type="checkbox"/>	Something else:
<input type="checkbox"/>	I don't feel welcome at the library.		

10. Do you agree or disagree with the following statements?

	<i>Strongly Agree</i>	<i>Agree</i>	<i>No opinion/ Don't know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
I am satisfied with the services provided by the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel welcome at the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The library is open during hours that work for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The library is easy for me to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs, classes and events are offered at convenient times for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The library helps me and my family succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The library provides good value for taxpayer dollars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The library improves the quality of life in our community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Which of the following includes your age in years?

- | | | |
|---------------------------------------|----------------------------------|---|
| <input type="checkbox"/> 12 and under | <input type="checkbox"/> 40 – 49 | <input type="checkbox"/> 80 and over |
| <input type="checkbox"/> 13 – 19 | <input type="checkbox"/> 50 – 59 | <input type="checkbox"/> Prefer not to answer |
| <input type="checkbox"/> 20 – 29 | <input type="checkbox"/> 60 – 69 | |
| <input type="checkbox"/> 30 – 39 | <input type="checkbox"/> 70 – 79 | |

12. What is your gender?

Female Male Other Prefer not to answer

13. What are the ages of children living in your home? (check all that apply)

Under 5 years 10 – 14 years None
 5 – 9 years 14 – 19 years

14. What is the primary language spoken in your home?

Spanish English Other:

15. Which of the following describes your level of education?

<input type="checkbox"/> Some elementary school/middle school/ high school	<input type="checkbox"/> Some college	<input type="checkbox"/> Graduate or postgraduate degree
<input type="checkbox"/> High school diploma/GED	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> Vocational training	<input type="checkbox"/> Bachelor's degree	
<input type="checkbox"/> Other:		

16. What is the zip code of your home?

<input type="checkbox"/> 95003	<input type="checkbox"/> 95060	<input type="checkbox"/> 95077
<input type="checkbox"/> 95006	<input type="checkbox"/> 95065	<input type="checkbox"/> Other:
<input type="checkbox"/> 95010	<input type="checkbox"/> 95066	
<input type="checkbox"/> 95019	<input type="checkbox"/> 95076	

17. What didn't we ask about the library that you'd like to tell us?

Thank you! Your input helps the library improve its programs and services.