

Albert McCormick Library Community Consultation Project Final Report

March 2006



Prepared for Waterloo Public Library
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EXECUTIVE SUMMARY

The Albert McCormick Community Consultation Project was undertaken to assist the Waterloo Public Library (WPL) in planning the future services and programs of the Albert McCormick Branch. The Consultation Project objectives were to:

- a) Clarify the interests and needs of the local community in the Albert McCormick 'neighbourhood';
- b) Identify and engage local groups within the neighbourhood to give input on the Albert McCormick Branch Library and to consider potential future partnerships with WPL; and
- c) Identify groups outside of the neighbourhood that would be potential partners with WPL given the interests and needs that were identified.

The Study Area comprises the northern portion of the City of Waterloo including three planning districts, Columbia, Lakeshore and Lakeshore North. Lakeshore Planning District forms the centre of the defined Study Area and is adjoined by Lakeshore North and, to the south, Columbia. Lakeshore has many characteristics in common with both Lakeshore North and Columbia. Lakeshore North and Columbia are quite distinct from each other in various characteristics including housing type, family makeup and income.

An Advisory Group was established for the Consultation Project and included interested community leaders and WPL representatives. Advisory Committee members gave input and feedback during the Consultation Project and engaged participants for the consultation meetings.

The focus of the Albert McCormick Community Consultation Project was to get community member views of the Albert McCormick facility and the needs of their community. This was done through two main types of meetings:

- a) Two Town Hall Meetings, which were advertised, open public meetings; and
- b) Twelve Kitchen Table Talks, which were smaller scale informal opportunities intended to reduce barriers to participating so that there could be greater participation from a diversity of community members.

Library cardholder data was obtained from WPL to determine if there were any differences in the cardholder distribution patterns between the Albert McCormick Library Branch and the Main Library. In addition, demographic and community asset data were used at different stages of the project. This data was used to understand the social makeup of the community and to help set priorities on its diverse characteristics and social needs.

The community consultation took place in October and November of 2005, during which time a total of 14 meetings were held. Two public meetings were held in the Community Room at the Albert McCormick Community Centre and 12 Kitchen Table Talks were held in various locations across the Study Area. An average of nine people attended each meeting. In total there were 129 people who took part in the consultation meetings.

There was success in engaging people from the range of diverse characteristics of the Study Area but for some characteristics participation was not proportional to the whole Study Area population. Post secondary students were the only group not represented in the consultation sample.

Key themes that emerged through the consultation meetings were:

- The Albert McCormick Community Centre is valued as a social hub for the neighbourhood, because it is within walking distance to many and it provides a range of activities;
- In particular, the McCormick Library is valued for the services it provides to the community and what it adds through providing a safe, friendly environment that is accessible to a mix of people;
- Suggestions for improving the library include a strong emphasis on integrating the various facilities within the Community Centre and on having coordinated programming that better meet family and community member needs;
- Ideas for programs for specific groups emphasize the social and learning needs of various groups including adults in general, men and others such as children, youth, newcomers, people with low income and those who are isolated;
- Future partnerships should focus on the City of Waterloo to enhance the Community Centre as a whole, and local players to build the centre as a social hub for the neighbourhood.
- The distribution of library cardholders registered at the Albert McCormick Library shows a different pattern than those registered at the Main Branch. Registered cardholders tend to cluster near the McCormick Branch and the number of cardholders decrease as the distance from the Branch increases. This pattern was consistent with the findings of the Consultation Project, in that those who use that Branch live close by and value having it as a neighbourhood resource.
- People value the Albert McCormick Library because those who do not or can not drive can get to it on foot. It is nearby, easy to access, and the Library has a friendly, familiar atmosphere. The Centre as a whole is important and is valued as a community asset for local neighbourhoods, particularly the Lakeshore area. The Centre provides clear social value because of its location and because it houses a library.

Three main directions are recommended in follow-up to the Albert McCormick Community Consultation Project:

1. Take action to improve access to Albert McCormick Library services.
2. Pursue a direct working relationship with the City for greater integration of the facilities at the Albert McCormick Community Centre.
3. Plan future development so as to strengthen the Albert McCormick Community Centre as a social hub for the neighbourhood.

Future development will benefit the social needs of the community if these efforts:

- Build on the relationship between the community and the Library through continued delivery of library services; and
- Improve the integration of Community Centre facilities and programs.

INTRODUCTION

Background

Waterloo Public Library (WPL) currently has a Main Library and one branch library, the Albert McCormick Branch, located in the Lakeshore area of the city. In 2005 a library development plan was approved. The plan includes building two new library branches and further enhancements to the Main Branch. The plan aims to expand library facilities in a cost effective way to meet the changing needs of the growing, diverse population of the City of Waterloo. The current Albert McCormick Branch is not included in the new library plan but is recognized as an important resource to the local community that it serves. The community in the Lakeshore area of the City of Waterloo is recognized as having a mix of assets and needs. The community has various groups in it that are typically defined as vulnerable or at risk.

The leadership at WPL is interested in exploring options for maintaining the Albert McCormick Branch as a community resource that has library services tailored to the local community. It is also interested in how a broader range of programs and services could be implemented by other community groups, from informal citizens groups to social service agencies. In this way WPL would fulfill its important role in building the social fabric of the community through its own services as well as in partnership with others who want to build a stronger social environment.

The purpose of the Albert McCormick Community Consultation Project is to assist WPL in planning the future services and programs of the Albert McCormick Branch.

Albert McCormick Community Consultation Project Leadership

The Social Planning Council of Kitchener-Waterloo (SPCKW) was contracted by the Waterloo Public Library (WPL) to design and conduct a community consultation in the neighbourhood surrounding Albert McCormick Branch.

The SPCKW Project Team met regularly with WPL staff to keep them apprised of Project progress and to get WPL staff input at key points in the Project. The membership and meeting dates for the Staff Team are listed in Appendix A1.

A Project Advisory Group was also established. This group was comprised of community leaders who had expressed interest in the library's future. Invitations to join the group were based on individual's participation in an earlier meeting hosted by WPL. In addition, WPL had representation from staff and from the Board.

The Advisory Group assisted with setting priorities for the consultation with a firm focus on the diversity of individuals and communities in the neighbourhood. The Advisory Group was also invited by SPCKW to host informal community meetings, to use their networks to encourage groups and individuals to participate in community meetings, to assist with the Town Hall meetings, and to provide feedback on results. Appendix A2., includes a list of Advisory Group members and Advisory Group Terms of Reference and meeting dates.

Albert McCormick Community Consultation Project Objectives

The Consultation Project objectives were to:

- c) Clarify the interests and needs of the local community in the Albert McCormick ‘neighbourhood’;
- d) Identify and engage local groups within the neighbourhood to give input on the Albert McCormick Branch Library and to consider potential future partnerships with WPL; and
- e) Identify groups outside of the neighbourhood that would be potential partners with WPL given the interests and needs that were identified.

Project Time Frame	
Time Period	Activity
July 2005 – August 2005	Community leaders contacted, meeting set; Advisory Group formed from interested community members
September 2005 – November 2005	Advisory Group engaged to recruit hosts for Kitchen Table Talks (KTTs); KTTs and Town Hall meetings scheduled
October 2005 - November 2005	Kitchen Table Talks and Town Hall meetings held
December 2005 - February 2006	Data analysis/synthesis
March 2006	Final report submitted

The Study Area

The initial study area for the Consultation Project included the Lakeshore and Columbia planning districts, shown in Figure 1. In response to recommendations made by the Advisory Group, this area was expanded to include the Lakeshore North Planning District.

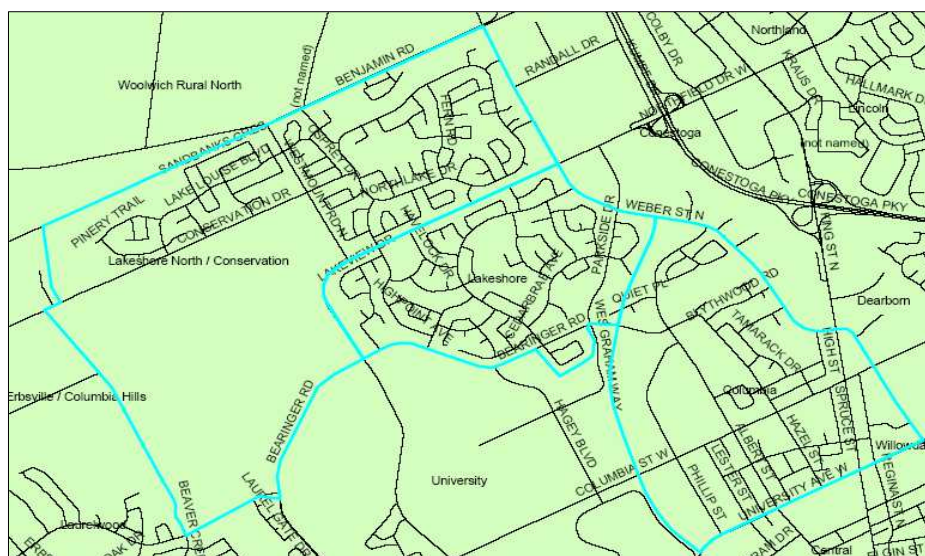


Figure 1. Study Area for Albert McCormick Community Consultation Project.

Description of the Albert McCormick Library Branch

The Albert McCormick Library Branch is located within the Albert McCormick Community Centre, a City of Waterloo owned and operated facility. The Centre also houses the Albert McCormick arena and community use rooms. This facility is located at 500 Parkside Drive in the north end of the City of Waterloo within the Lakeshore Planning District. The facility is a short distance from the northern boundary of the Columbia Planning District.

The library is 3,000 square feet in size and is accessed through the back entrance to the building. The library entrance is off a short hallway that joins the library to the public washrooms, a small meeting and larger community room. This hallway also has a door to access one of the twin ice pads in the arena but this doorway is kept locked. Access between the arenas and the library and fore-mentioned community rooms is from outside of the building. Other community use rooms and City staff offices are located in the front area of the arena part of the building.

Distribution of Library Cardholders

As of March 2005 there were 47,164 registered WPL library cardholders, 83.9% of these registered at the Main Branch and 16.1% at the Albert McCormick Branch¹.

As seen in Figure 2, Albert McCormick registered cardholders tend to cluster near the library branch. Almost 62% of Albert McCormick registered cardholders live within 2 kilometers of that branch, compared to 27.3% of the Main Branch registered card holders living within 2 kilometers of that branch (Table 1). The number of Albert McCormick registered cardholders decreases as the distance from the branch increases.

The distribution pattern of cardholders registered at the Main Branch differs from the pattern of cardholders registered at the Albert McCormick Branch. The Main Library registered cardholders tend to cluster in four areas across the City. See Figure 3.

There is one cluster in the core of the City and three suburban clusters; one each in the west, east and to the north. The percentage of library cardholders increases for each kilometer radiating from the Main branch library up to a distance of four kilometers and stays relatively high even for those as far away as five kilometers or more. Main Branch registered cardholders tend to live three to four kilometers away from the Main Library (just over 23% of the total) suggesting that a significant number of library users live in suburban areas.

¹ Library users can register for a card at either Branch of the library but this does not necessarily give any information about which Branch the card is used once obtained so it is not possible to know the pattern of actual library usage from this information.

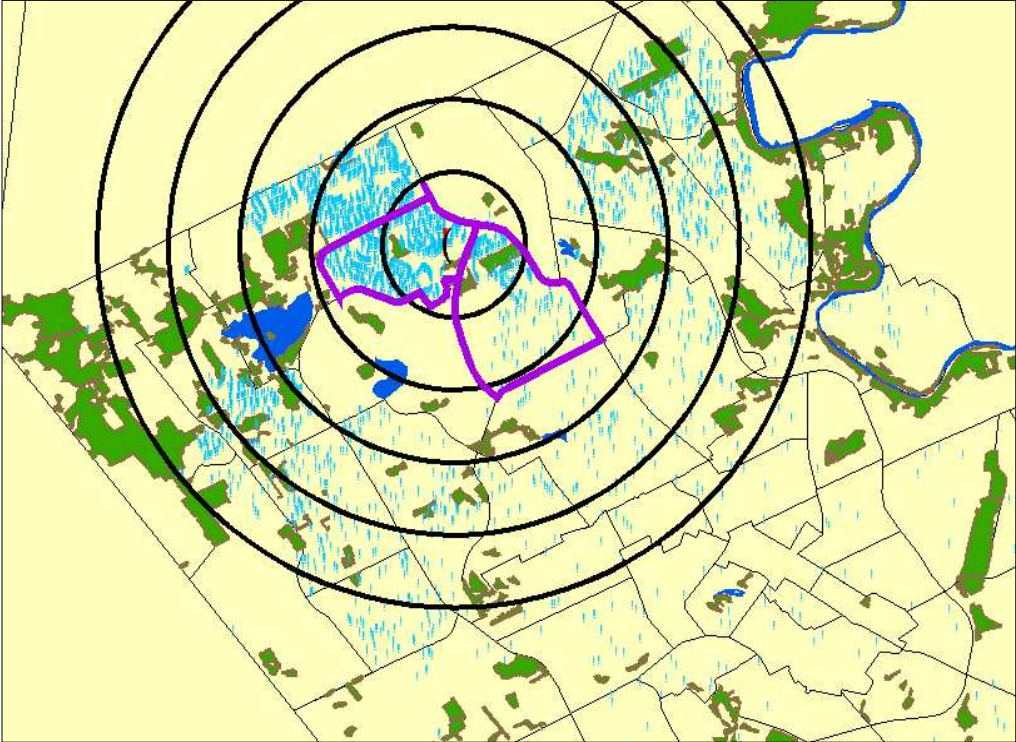


Figure 2. Distribution of Library Cardholders registered at Albert McCormick Branch (Mar-05)
Each concentric ring represents 1 km distance.

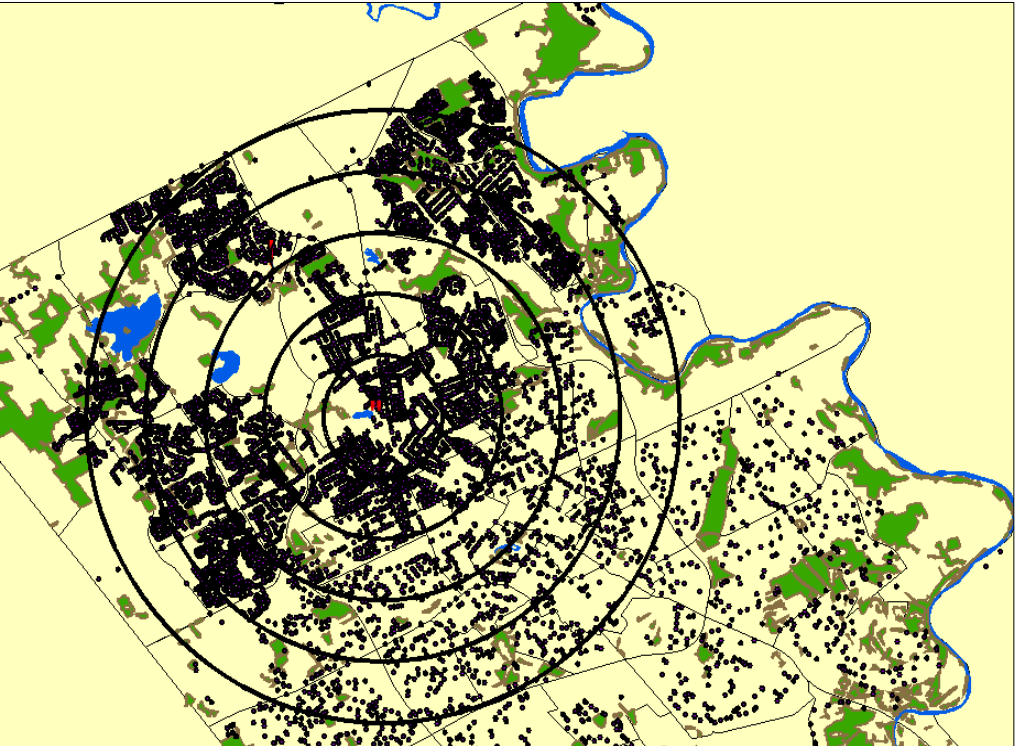


Figure 3. Distribution of Library Cardholders registered at Main Branch (Mar-05)
Each concentric ring represents 1 km distance.

Table 1: Registered Waterloo Public Library Card Holders (as at March 2005)

Distance from Library Branch	Albert McCormick Branch Registered		Main Branch Registered	
	#	%	#	%
0-1 km	2,680	36%	4,217	10.7%
1-2 km	1,878	24.8%	6,583	16.6%
2-3 km	946	12.5%	5,747	14.5%
3-4 km	1,103	14.6%	9,142	23.1%
4-5 km	752	9.9%	6,710	16.9%
Beyond 5 km	183	2.4%	7,193	18.2%
Total	7,572	100%	39,592	100%
Total within 2 km	4,558	61.6%	10,800	27.3%
Total between 3-5 km	1,855	24.5%	15,852	40.0%

The different pattern of registered cardholders for each WPL Branch supports the assumption that the libraries are used differently. The Community Consultation explores this further.

METHODOLOGY

The focus of the Albert McCormick Community Consultation Project was to get community members' views of the Albert McCormick facility and the needs of their community. This was done through two main types of meetings:

- Town Hall Meetings, which were advertised, open public meetings; and
- Kitchen Table Talks, which were smaller scale informal opportunities intended to reduce barriers to participating so that there could be greater participation from a diversity of community members.

Community Profile Data

Demographic and community asset data were gathered and used at different stages of the project as follows:

1. At the outset of the project Census data was used to understand the social makeup of the community to help set priorities on its diverse characteristics and social needs;
2. During the data analysis stage to assess how successful the Consultation Project was in engaging participation that reflected the diversity of the community and
3. To validate results obtained through the community consultation in regards to assessing the social needs of the community.

An overview of the study area community from this additional data is included in Appendix B.

Advisory Group Role in Consultation Meetings

Advisory Group members assisted with the consultation meetings in a number of ways:

- as host of a Kitchen Table Talk (KTT);
- by inviting others to host a Kitchen Table Talk;
- by assisting with the Town Hall meetings as a facilitator, recorder or registration table volunteer; and/or
- in giving input on the diversity of the community that would be considered in designing the consultation.

Engaging Participation That Reflected the Diversity of the Community

KTT hosts were encouraged to include a diversity of community members in their KTTs. The Advisory Group and Project Team were particularly interested in having participants with characteristics that reflected the socio-demographic profile of the Study Area as well as what was identified through discussions with Advisory Group members and WPL staff. Those characteristics were:

- a gender mix;
- library users and non users;
- new Canadians;
- cultural background different from host;

- those with English as a second language;
- teachers/academics;
- seniors;
- university/college students;
- youth 15 and over;
- school age children;
- parents/caregivers of preschool age children;
- parents/caregivers of children living at home (all ages);
- labour force (in labour force/not in labour force);
- professionals;
- workers in the study area—retail, commercial;
- dwelling (apartment, duplex, house);
- geographic location from across the neighbourhood;
- lived in neighbourhood for various periods of time;
- having varied income levels (range of low to high earners),
- renters and home owners,
- religious leaders,
- citizen leaders,
- neighbourhood association members,
- service club members, and
- political leaders.

The Advisory Group, as the starting point for community engagement, were asked how likely it was that they could involve those who reflected the various characteristic listed above. From their projections, it was anticipated there would be gaps in participation from a number of groups. Those groups were:

- new Canadians;
- seniors;
- youth;
- renters; and
- people with lower incomes.

Additional steps were taken to directly engage participation from these community or group characteristics because they could be an important focus for future services and programs. Hence, Advisory Group members were asked to make special effort to enlist these groups in their KTTs and to suggest contact persons for them that could be approached directly by the Project Coordinator. KTTs were set up with a number of groups in this way. KTTs held in community settings were called Targeted KTTs. KTTs

organized by citizen hosts, all of which were held in private residences, were labeled Mixed KTTs. There was a greater mix of participants at these meetings.

Kitchen Table Talks (KTTs)

KTTs are informal meetings held in people's homes or in a familiar community setting to make participation easier for those who may not readily attend a public meeting. KTTs are hosted by community members where participants are recruited through hosts' own personal networks. Participation is made easier through the host's personal invitation. In addition, the meetings are structured to be low key and facilitated by trained facilitator/recorder teams to create a meeting environment where participants feel comfortable engaging in discussion with others.

Advisory Group members were invited to host a KTT and to engage others from their networks to host as well. Hosts were encouraged to invite a diverse group of 8-12 individuals to participate. Each host was given a kit to assist in organizing the meetings (See Appendix C, Part 1).

Hosts provided the space and were reimbursed for refreshment costs by the Social Planning Council. Participants were offered financial assistance to cover transportation or childcare for the meeting.

Town Hall Meetings

Town Hall meetings were held October 18, 2005 and November 23, 2005 in the Community Room at the McCormick Community Centre. These meetings enabled wider promotion to the general public allowing anyone to be involved in the consultation. The promotion done for these two meetings is shown in Appendix C, Part 2.

Community Meeting Facilitation Teams

A Facilitator and Recorder were part of each community meeting and belonged to the SPCKW staff team. The Town Hall meetings were planned for 60 or more participants, so five Facilitator and Recorder teams were available at each of these public meetings. To fill these roles, volunteers were recruited to augment project staff from the Advisory Group and from other sources. Volunteer facilitators and recorders were trained by the staff team. Advisory Group members assisted with the registration of Town Hall meeting participants. Honorariums were paid to all volunteers assisting with the Town Hall meetings.

Consultation Meeting Structure and Process

All of the consultation meetings were structured in a similar way:

- Welcome and sign in;
- Informed consent form was reviewed and signed;
- Written participant questionnaire completed to obtain information about the participant;
- Overview of consultation project and purpose of meeting;
- Icebreaker;
- Facilitated group discussion focusing on key questions:
 1. How does the McCormick Community Centre and Library Branch contribute to your community?

- What could make it better?
- 2. There are people in your neighbourhood who have similar experiences to you. What could be offered at the library that would be valuable to you and others in a similar situation?
 - There are others at different stages that might benefit. What could be offered at the library for them?
- 3. Who is already doing these things?
 - Inside the neighbourhood?
 - Outside the neighbourhood?
- Written evaluation;
- Closing

Variations to the common structure described above were made as follows:

- Written forms and discussion questions were shortened and simplified for two meetings held with school age children in local schools:
 1. Do you use the Albert McCormick Library?
 2. Do you use the Albert McCormick Community Centre?
 3. Do you like the library or facility? Why?
 4. How do you like to spend your time?
 5. Imagine you could do some of those things at the library, with your family or friends. What would those things be?
 6. Think about all the different kids in the neighbourhood. What would they like to do at the library?
- Written participant questionnaires were given to an English as a Second Language group prior to the meeting in order to provide time and assistance for form completion; and
- The Town Hall Meetings included a more formal introduction and overview of the Library planning process by Cathy Matyas, Chief Librarian and introduction of the Consultation Project by Trudy Beaulne, Executive Director of SPCKW.

All but five meetings were two hours in length. Three of the five exceptions were approximately one hour and the two school age children's meetings were a half hour in length.

See Appendix D for further information about the Kitchen Table Talk process and participant forms.

Data Analysis

The data from the group discussions and written forms was analyzed using both content analysis and survey analysis techniques. For a description of how the data analysis was conducted see Appendix E.

RESULTS

The consultation was conducted between October 12 and November 23, 2005 at various locations across the Study Area. In total, 14 sessions were held; two open town hall style meetings held in the Albert McCormick community room and 12 informal Kitchen Table Talks hosted in people's homes or in various community locations. Of these 12 meetings, four were expected to have some participant diversity (Mixed) and eight were done with specific groups (Targeted). A description of the meetings is presented in Appendix F (Table 5).

Participant Profile

There were 129 participants in the 14 meetings. Note, most results are reported for the 97 who completed the participant questionnaire. Where known, data for the 28 school age children are included. The number of meeting participants ranged from six to 15, with an average of nine at each meeting. See Appendix G for more detailed participant demographic information.

Age, Education, Employment, and Income

Of the 126 participants for whom there is written information, a total of 103 participants (81.7%) live within the Study Area, 19 (15.1%) live outside of the study area (see Appendix G, Table 6). Twenty-two participants are male (17%) and 104 are female (82%). Participants represent varied ages, education levels, employment status and income levels (details in Appendix G, Tables 7-10).

The ages of all participants who completed a questionnaire (N=126) ranged from nine years to retirement age. Thirty-eight participants came from the 35-44 years age group (30%). No one 75 or older participated in the consultation.

The achieved education levels range from elementary to the post graduate level. No college or university students took part.

The employment status of the 97 participants who provided this information, include 50 (40%) working full or part time, 25 (26%) stay at home/caregivers, thirteen (20%) retirees and four (3%) unemployed.

Ten of 97 (10.3%) respondents reported an annual family income of less than \$30,000, 22 (22%) had \$30,000-\$50,000, 17 (15.6%) with \$60,000-\$99,000 and 13 (13.4%) earned \$100,000 or greater.

Sixty-one of the 97 (just under 63%) who completed the participant questionnaire (does not include 28 school age children), stated they lived with a spouse or significant other. Five participants indicated that they live on their own and one with a roommate. Thirty (29.9%) live with their primary family. The 28 school age children were not asked this question, but because of their age they can be expected to live in a family household, making the total number of participants in a family living situation 58 (46% of the total 126 participants).

Among the 97 participants who completed the participant questionnaire, 78 (80.4%) own their current home, whereas 15 (15.5%) rent. Of the 94 who report their housing type, 70 (72.2%) live in a detached house, 12 (12.4%) live in a townhouse, seven (7.2%) in an apartment, four (4%) in a semi-detached and one (1%) has a room in a house.

Language, Country of Origin, Cultural Background and Arrival Times in Canada

Participants represent various languages, countries of birth, cultural backgrounds and arrival times in Canada. The details of this information are presented in Appendix G (Tables 12-14).

Forty-six (36.5%) participants report that they speak one or more languages other than English.

Twenty-five out of 97 (24 % of) participants were born outside of Canada. More than half of those who immigrated arrived in Canada before 1971. Two participants indicated that they arrived here between two to four years ago. Note, this information was not obtained from the 28 school age children.

With regard to cultural background 74 out of 97 (71.8 %) participants indicate they have a distinct cultural background, many describing this as an ancestral background interwoven with their Canadian identity. Among the main cultural descriptions of participants are Irish, Scottish, British, Anglo, French, German, Greek, Italian, Mennonite, and Catholic.

Community Involvement

Participants were asked how they were involved in the community. Eighty-one of 97 participants gave a response to this question, some citing multiple types of involvement. Only three stated they had little or no community involvement. Volunteering or participating, or using community facilities were the most frequent type of involvement reported by participants. The next most common types of involvement were participating in sports or recreation activities, church involvement and use of library programs and services. Appendix G (Table 15), presents the summary of participant involvement.

Use of Albert McCormick Community Centre Facilities

Participants were asked to identify which facilities they have used at Albert McCormick Community Centre. Eighty-eight of the participants who completed the written questionnaire (91%) reported using one or more of the facilities at the centre. Seventy-eight (80.4%) used the library, 44 (45.4%) used the arena and 34 (35.1%) used the community rooms. All 28 of the elementary school age children reported they used the library and the arena. Details are in Appendix H (see Table 16),

A total of 31 out of 97 (38%) responded to the question of whether they had a favourite place in the Albert McCormick Community Centre. The question was open ended to allow for any number of possible responses. Of those who gave an answer, 29 did have a favourite place. For twenty-one (67.7%), their favourite place was the library, for seven (22.6%) it was the arena, two (6.5%) named Bertie's Place and one named the community centre. Appendix H (Table 17), presents this data. The reasons given for their preferences are presented in Appendix H as well (see Table 18).

Library Use

A total of 106 (84%) of all the consultation participants report they use the Albert McCormick Library Branch (includes school age children). Further to this, 81 of the 97 participants (83%) who completed the participant questionnaire state they use other libraries. See Appendix H (Table 19) for details on libraries used as reported through the participant questionnaire.

Use of Waterloo Public Library Collections, Services and Programs

The participant questionnaire included questions about use of library resources at both Albert McCormick and Main Branches of Waterloo Public Library. Each branch has collections geared to children or adults, library services and programs.

The most frequently used collections reported by participants are adult non-fiction at the Main Branch and fiction at the Albert McCormick Branch (see Appendix I, Table 20). Most frequent services used are book pickup, drop off, renewals and holds at Albert McCormick, followed by those same services at the Main Branch (Appendix I, Table 21). Preschool and specialized children's programs (e.g. March Break) at Albert McCormick Branch are the most frequently used programs. Details are in Appendix I (Table 22), Albert McCormick Branch does not have adult programs.

Participant Sample Representation of the Study Area

The participant sample was compared to the demographic characteristics of the Study Area population to determine how representative this participant group was of the community as a whole. The diversity of the sample was also assessed against the priority characteristics identified in discussion with the Advisory Group and WPL staff. Those characteristics for which a comparison could be made between the Consultation Project sample and the Study Area population are summarized in Appendix J (Table 23). In summary, the Consultation Project participant sample successfully reflected the diversity of the Study Area population except for university/college students and to some extent males, renters and library non-users.

Although there were high school and elementary school student participants, no university or college students took part in the consultation. The participant sample included 17 males, much lower than the 50:50 male to female ratio in the population.

Males, however, tend to be less frequent library users, so to some extent the low participation of males is not surprising. (WPL staff, verbal report, 2005)

Renters were another priority group for the study. Although the study area has 40.5% renters, the study sample included only 15.5%.

The consultation intended to engage both library users and non-users. A high percentage were library users (94%) but seven (5.5%) indicated they did not use the library, providing some representation from that group.

Parents with young children were another priority group that was represented in the sample. For example, one Kitchen Table Talk was done with a group of parents with preschool children. However, there was not sufficient participant profile data to be compared to the Study Area population on this characteristic.

Participant Input

Participant input data was obtained from the meeting discussions and from participant questionnaires. The questions used to guide the discussion encouraged participants to consider what they valued about Albert McCormick as a community facility and what would improve it, as well as what could benefit others who lived in the community. The group discussion often included comments that were not a direct response to the guiding questions but were pertinent to the overall objectives of this consultation. All input received was incorporated into the analysis and used to identify overriding themes.

Albert McCormick Community Centre and Library – A Neighbourhood Hub

Table 2 presents a summary of the main themes that emerged through the consultation in regards to what participants say they value about the Albert McCormick Community Centre. Participants were clear that the Centre is a social hub for the neighbourhood (240 comments from discussions and questionnaires). Close for people to access and safe for people to get to (109), the Centre is valued because it provides programs and activities (77) that are multipurpose and meet multiple needs, and are affordable (30). In general, the Centre is seen to be a resource to the community (61).

The library, in particular, was highly valued because it provides an environment that is welcoming and comfortable (48); its programs and atmosphere provides social benefits (21); it provides information and resources (59); is a catalyst for literacy (25); and is a resource to neighbourhood schools and teachers (8). Bertie's Place was mentioned specifically as a valued program offered at the Centre (6).

Improve the Facility - Enhance What Is Currently Available

Table 3 summarizes what participants said would improve Albert McCormick Library. The primary theme for improving the library that emerged from the participant input was to increase accessibility within and to the facility. This included increasing access between the library and arena, primarily by opening the door that connects to two facilities (110 comments), improving coordination of programming in the facility overall (48) and expanding access to library services (through increased hours, more days, adding a book drop box, community outreach, and creating an advisory committee).

A common theme to make the facility better was to have more programs and activities for specific demographic groups and on specific topics (136). There were also suggestions to enhance information and resources, i.e. library collections and equipment. Improving the physical space at the facility was also seen as important (77), with a specific suggestion for dedicated library program space (22). Other physical improvements were also put forward. Some suggested that the facility and/or library be expanded (13).

Another main theme was improving awareness of the facility with better signage and promotion (70).

Table 2: What Is Valued About Albert McCormick Community Centre (and Library)

Theme	Sub-Theme	Discussion Responses to Question #1	Various discussion comments not specific to questions	Written response to "Why is AMcC important?"	Total # Comments
Facility is a social hub for neighbourhood		112	29	99	240
	Facility is close and getting there is easy and safe, children can be independent	48		61	109
	Library environment is welcoming, friendly, comfortable, safe, small, has physical appeal, quiet	26		22	48
	Library programs and atmosphere have social benefits	21			21
	Library is accessible to a diverse neighbourhood			16	16
	Residents have a relationship with library (staff or place)	6			6
Facility provides programs and activities		77			77
	Facility provides programs and activities	41			41
	Facility provides programs and activities that are multipurpose/meet multiple needs	25			25
	Bertie's place is there	6			6
	Facility provides programs and activities that are affordable	4			4
	Facility provides programs and activities that meet special needs	1			1
Facility is a resource to community		13		39	61
	Library is a resource to neighbourhood schools and teachers	8			8
Library provides information and resources		39		20	59
	Library provides information and resources	15			15
	Library has collections	13			13
	Library provides computers and internet access	6			6
	Library provides community information	5			5
Library is a catalyst for literacy		19		6	25
	Library is a catalyst for literacy and learning	14			14
	Library is a place to read	5			5
Total Comments		268	29	164	461

Table 3: What Could Improve Albert McCormick Library

Theme	Sub-Theme	Qu. #2 Responses	Comment Not specific to Questions (themes only)	Total # Comments
Improve accessibility		49	143	192
	Improve access between library and arena	5	105	110
	Improve library hours	14		
	Improve coordination of facility-wide programs/activities/services/space	10	38	48
	Put in a book drop	5		5
	Outreach to schools, newcomers	5		5
	More volunteer opportunities	3		3
	Start a community centre advisory committee	3		3
	Start a book mobile	2		2
	Improve library services for isolated individuals	2		2
More programs and activities		83	53	136
	More programs and activities for specific demographic groups	37		37
	More programs and activities on specific topics	30		30
	More informal programs and activities	12		12
	More affordable programs, fees	3		3
	Start a toy library	1		1
Enhance information and resources		74	31	105
	Improve collections	23		23
	More computers, computer games and internet access	18		18
	More library equipment	13		13
	Collections in other languages	10		10
	More collections and toys for children	6		6
	Improve library information	4		4
Improve physical space		41	36	77
	Develop a library program space	22		
	Make additions to facility	7		
	Bigger library	6		
	Improve facility interior layout	2		
	Increase number of bike racks	2		
	Improve library entrance	1		
	Install sidewalks	1		
Improve awareness		27	43	70
	Improve awareness of library programs/activities/services/collections	14		14
	Improve signage	9		9
	Improve awareness of facility in general	4		4
Total comments		274	306	580

Meet People's Social Needs Through Activities and Improved Access

- When asked what would benefit people in the community, the most frequently heard theme was for more programs and activities; the 283 comments included in this theme are summarized in Table 4:
- for specific demographic groups (102):
 - newcomers,
 - children,
 - seniors,
 - youth,
 - men, and
 - people with low income;
- for adults- general interest (84);
- to allow for informal social interaction (20); and
- to improve literacy (18).

The next most frequent theme in discussions was to improve accessibility (73), mostly for

- those who are isolated;
- newcomers;
- schools; and
- Sunnydale residents.

Providing informal social opportunities was a theme interwoven with many of the other themes that were noted above and through suggestions that were heard on improving the physical space of the library such as a café or informal gathering space (31). See Table 4 for a summary of these results.

In talking about people's social needs, participants reinforced their interest in having programs and activities for specific demographic groups. Ideas were generated at each meeting about programs and activities for various population groups. Participants were also asked to suggest who in the community is active in those areas or in support of those population groups, both groups in and external to the local community. All suggestions were recorded and the resulting lists are included in Appendix K.

Enhancing information and resources (65) at the library was also heard in many of the meeting discussions when speaking of social needs, particularly through:

- improved library collections (25);
- more information and collections in other languages (14);
- community information (11); and
- more computer and Internet access (9).

Table 4: What Could Be Offered At The Library To Benefit The Community.

# Comments (Total = 478)	Theme/Sub-theme		% of meetings
283	More programs and activities		
	102	programs and activities for specific demographic groups (see Table)	79%
	84	programs and activities-adult general interest	71%
	20	informal social programs and activities, mutual support	36%
	18	programs and activities to improve literacy, start tutoring program	43%
	18	clubs	50%
	13	computer instruction for all groups	57%
	12	times for programs and activities that suit worker and family needs	36%
	6	more programming staff	7%
	4	create skills exchange	7%
	3	more programs and activities	21%
	3	counselling services for youth	21%
73	Improve accessibility		
	23	improve outreach services- for isolated, book mobile, visiting librarian, books to grow	36%
	15	improve outreach to schools, Sunnyside, newcomers	43%
	12	increase accessibility of collections, programs and services	36%
	12	more volunteer opportunities	36%
	6	free, more affordable room rentals	14%
	2	more staff and volunteers who speak other languages	7%
	1	book drop	7%
	1	improve access for people in wheelchairs	7%
	1	cooperate more with City of Waterloo	7%
65	Enhance information and resources		
	25	improve collections	43%
	14	information and collections in other languages	36%
	11	more community information, community info for teens	36%
	9	more computers and internet access, email capability	31%
	5	information on how to use library for all groups	21%
	1	improve information and resources	7%
49	Improve physical space		
	31	café, informal gathering space for all ages	50%
	9	library program space, dedicated youth space	36%
	4	create small office centre	14%
	3	meeting room equipped for business meetings	14%
	1	improve physical space	7%
	1	bigger library	7%
8	Improve awareness		50%

The participant questionnaire included questions asking about the collections, services and programs wanted at the Albert McCormick Library. Results are presented below for those items that were selected by at least 20 participants. Full results are presented in Appendix K . At least 20 participants indicated they wanted more of the following:

- Children's non fiction (20) and DVDs (20);
- Adult DVDs (27), fiction (25), non-fiction (22) and CDs (22);
- Pick up and drop off services (26);
- Access to computers (22); and
- Community information (20).

In general, whatever improves the facility also provides direct benefit to people.

A strong theme in the discussion of what could improve the facility was improving awareness of the library and its programs and services. Many people who participated in a meeting were not aware that there was a library or what it could offer. Some consultation participants found out about the library through the consultation. One participant commented he had been using the arena weekly for years but had not been aware there was a library as part of the building.

Directions for Potential Partnerships

As a start to identifying potential partners for developing programs and services, participants were asked who they thought is already involved in providing the programs and activities, ones that they suggested earlier in the meeting discussion. Participants were asked to consider players who were first of all internal to the local community and, secondly, players who were from the broader community. A number of specific and general suggestions were made. These suggestions provide a starting point for discussing potential partnerships, and are listed in Appendix L.

While it is not possible to specify potential partners for all activities suggested by the participants in this consultation, some organizations were mentioned frequently. These are listed below.

The City of Waterloo is the primary candidate for partnership with the Library. The City owns the Albert McCormick building and operates the arenas, meeting rooms, staff offices and common areas. Further, the City provides or supports a range of community programs that fit the types of programs suggested in this consultation.

Other possible partners that are within the neighbourhood or local area:

- Local churches e.g. Group of Seven;
- Service clubs-Optimist Club;
- Sunnydale Community Centre-House of Friendship;
- Schools;
- Neighbourhood associations and volunteer groups;
- Police;
- Universities.

Possible partners that are outside of the neighbourhood or local area:

- Public health;
- The Working Centre;
- Conestoga College;
- Early Years Centre;
- YMCA;
- K-W Counselling;
- Community Information Centre and other information providers.

Consultation Meeting Evaluations

Except for the school children meetings, all participants were asked to complete a written meeting evaluation to give feedback on the meeting process. A summary of the evaluation results are listed below. In general, the feedback from the evaluation was positive (see Appendix M):

- 91 of 97 (94%) participants strongly agreed or agreed that they understood the purpose of the meeting and that their ideas and opinions were listened to.
- 89 (92%) strongly agreed or agreed they were able to contribute to the discussion and share their knowledge and ideas. One participant disagreed with this statement.
- 90 (93%) strongly agreed or agreed that ideas were explored for how the Albert McCormick Branch could benefit the community.
- 88 (91%) agreed strongly or agreed that any changes that result from this consultation will be positive. One participant disagreed strongly with this statement.
- 91 (94%) agreed strongly or agreed that the meeting ran smoothly.

DISCUSSION

Review of Project Objectives

All of the Albert McCormick Community Consultation Project objectives were met to some extent.

Objective 1: Clarify the interests and needs of the local community in the Albert McCormick 'neighbourhood'.

The interests and needs of the local community were clarified and confirmed through participant input and community data. There was strong interest shown by Lakeshore community leaders and community members. There was much insight gained about what people valued about Albert McCormick Library and Community Centre. Constructive suggestions were made for what could be done to make the Library and Centre better, and be of benefit to people in the community.

Many ideas were generated for programs that could be offered and for whom, as well as ideas for which players in the community could be potential partners. The list of programs and activities, and possible partners provide an excellent starting point for further discussion about what could be provided at Albert McCormick. This stage should not be taken as a definitive statement of what should be offered.

The socio-demographic data for the Study Area used during the Consultation Project support what was heard from participants about various groups and their social needs. The data indicates a greater diversity in the Lakeshore area. Focus on this area for future program and service development will maximize the benefits of what Albert McCormick can offer as a social hub for the local neighbourhood without reducing the benefits to those who live in Lakeshore North, Columbia, or beyond.

Objective 2: Identify and engage local groups within the neighbourhood to give input on the Albert McCormick Branch Library and to consider future partnerships with WPL.

Local groups within the neighbourhood were solicited for their input and asked to comment on or consider potential partnerships with WPL. Many groups and individuals were involved in the Consultation Project, as were schools.

Local groups did not express a direct interest in forming a partnership with WPL for future programs. This is understandable given the preliminary nature of the consultation process. Interest in a possible partnership was heard from a police services representative. As planning becomes more specific, we think other partners will express an interest in being involved with the Albert McCormick Library.

Objective 3: Identify groups outside of the neighbourhood that would be potential partners with WPL given the interests and needs that were identified.

Groups outside of the neighbourhood that could potentially partner with WPL were named. Many groups and organizations were suggested, some identified by a number of participants. The initial list generated through this process is an excellent starting point for future discussion. As more definite plans are developed, concrete partnership options can more readily be explored.

Recommendations

Three main directions are recommended in follow-up to the Albert McCormick Community Consultation Project:

1. Take action to improve access to Albert McCormick Library services.
2. Pursue a direct working relationship with the City for greater integration of the facilities at the Albert McCormick Community Centre.
3. Plan future development so as to strengthen the Albert McCormick Community Centre as a social hub for the neighbourhood.

1. Take action to improve access to Albert McCormick services:

- Put in a book drop box;
- Assess the feasibility of increased hours of operation, especially on Mondays
- Explore ways to improve access to traditional library services for vulnerable community members, primarily:
 - those who are isolated;
 - the Sunnydale neighbourhood;
 - those with lower incomes;
 - newcomers:
- investigate potential programs, services and collection targeted to newcomers,
 - provide opportunities to learn English;
 - start collections in other languages;
- assess options for outreach programs and offsite program delivery to isolated community members;
- Do more local promotion of Albert McCormick Branch services and programs;
 - increase and improve library signage both inside and outside of the Centre;
 - promote current library programs and services;
 - create an area for library information at the front entrance of the arena;
 - cultivate links with neighbourhood schools (e.g. an outreach program for schools that would promote the library services and programs);
- Incorporate the results and recommendations from this Project into the Library Strategic and Branch Development Plans.

2. Pursue a direct working relationship with the City:

- Create a more integrated facility:
 - Physical integration

- open the door between the arena and library during hours that both facilities are staffed;
- explore an alternative design of the Centre entrance to provide an integrated access to all facilities within the Centre and a front entrance for the Library;
- Have the community, Library and City engage in a safety audit of the facility and grounds to help set redesign priorities based on safety and social needs;
- Program coordination:
 - Create a coordinated program schedule to meet community needs, timed for family participation (e.g. a learn to skate program for older children runs at same time as story telling for younger children);
 - Make community rooms available at no cost to the Library for community programs;
 - Ask the City to move direct programming for priority populations to Albert McCormick. This would augment the community program schedule;
 - Pursue joint promotion programs and services provided at the Centre;
- Request that Project results be incorporated into City planning processes where community development is a focus;
- Continue to engage the community in program and facility planning (e.g. establish a community advisory committee).

3. In any area for program and/or facility development, exploit the implicit nature of the Albert McCormick Community Centre as a social hub for the neighbourhood:

- Focus program and service planning on the Lakeshore Planning District. Lakeshore has a population size appropriate to the size of the Albert McCormick Library Branch and also has a diversity that will be challenging to address;
- Create informal, drop-in opportunities to augment traditional library services and more structured programs so as to meet social needs in the neighbourhood (e.g. explore the possibility of creating a café or informal social space in the Centre that is connected to or supported by the Library);
- Focus programs or services developed directly or, in partnership with others, on the following groups:
 - adults (specifically general interest programs),
 - newcomers,
 - youth,
 - seniors,
 - isolated individuals,
 - those struggling with literacy, and
 - those with low incomes.

Conclusion

Library cardholders registered at the Albert McCormick Branch tend to live nearby. As the distance from the library increases, the number of cardholders decreases. This pattern is distinct from that seen for the Main Branch and suggests that those who use McCormick are those who live close to it. This is supported by what was learned through the Consultation Project.

People value the Albert McCormick Library because those who do not or can not drive can get to it on foot. It is nearby, easy to access, and the Library has a friendly familiar atmosphere. The Centre as a whole is important and is valued as a community asset for local neighbourhoods, particularly the Lakeshore area. The Centre provides clear social value because of its location and because it houses a library.

Future development will benefit the social needs of the community if these efforts:

- Build on the relationship between the community and the Library through continued delivery of library services; and
- Improve the integration of Community Centre facilities and programs.

Some Parting Quotations from Participants in the Consultation Project:

- The school board has reduced teacher librarians. One teacher librarian oversees 20 libraries... That is why we need partnerships with this library, so kids can have the benefit of this library.
- There is an empty community room with kids having nothing to do. That doesn't make sense. They're outside.
- It is very important as it is located within biking distance to our home. Has great staff who is helpful, easy access, no stairs, ramps etc.
- Because it is in walking distance, the kids can go to the library by themselves.
- We need this branch, serves a large demographic, serves a low to moderate income area of Waterloo
- I am there weekly. The smaller setting allows me to interact with the very knowledgeable staff.
- AML is used often by people who walk there.
- It is important for N.A. McEachern School families, students and families have access to the library collections and library services. It is a valuable community resource.
- Located in community with few other community resources; the library is essential.
- We love having the library in our community. We would not go to the library as often if it were further away. It is much more personal, the staff know our names and I find them very friendly. We aren't going there for research, just general reading and internet access for the children.
- McCormick Library is so handy for after work or weekend visits to pick up requested items to borrow. WPL is the major source of my recreational reading material and I especially appreciate being able to place holds via the web, for pick up at McCormick.
- The small library atmosphere is also a real draw for me.
- It is close to home and has been a part of my childhood. It is a smaller library and staff know you.
- Establish a program to educate older people about computer use.
- Sponsor special recreation program for at-risk children.
- Students need to be made aware of the benefits and services available to them.
- A small volunteer committee should be formed to promote and advertise the library and its services.

Appendix A: Project Staff Team and Advisory Group

A1. Project Staff Team

Membership

Cathy Matyas	Chief Librarian	Waterloo Public Library
Doreen Disney	Manager, McCormick Branch	Waterloo Public Library
Trudy Beaulne	Executive Director	Social Planning Council of KW
Joanne Davis	Community Coordinator	Social Planning Council of KW

Meeting Dates

- July 28, 2005
- September 13, 2005
- October 12, 2005
- December 15, 2005
- January 24, 2006
- March 7, 2006

A2. Advisory Group

Membership	Meeting Dates
Jim Bolger	August 28, 2005
Caroline Karlgard	January 31, 2006
Louise McLaren	September 21, 2005
Laurie Strome	
Lynda Gale	
Benton Leong	
Susan Rodrigo	
Angela Vieth	

Advisory Group Terms of Reference September 22, 2005

Purpose

The Advisory Group will assist the SPC staff in conducting the McCormick Branch Community Consultation.

Objectives of the Consultation

1. clarify the interests and needs of the local community in the McCormick neighbourhood.
2. identify and engage local groups within the neighbourhood to give input and to consider potential future partnerships with WPL.
3. identify groups outside the neighbourhood that would be potential partners with WPL given interests and needs that are identified.

Activities

The Advisory Group will:

1. Make suggestions for contacts.
2. Attend/assist with Townhall meetings.
3. Host a Kitchen Table Talk.
4. Give input into questions and process.
5. Give feedback on findings and report.
6. Assist with data analysis using a community process if there was sufficient interest.

Membership: Individual members and contact names are appended.

Meetings:

- early January to assist with analysis of consultation
- late January to review results

Appendix B: Overview of the Study Area Community

B1: Location of the Study Area

The Study Area comprises the northern portion of the City of Waterloo including three planning districts, Columbia, Lakeshore and Lakeshore North. Lakeshore Planning District forms the centre of the defined Study Area and is adjoined by Lakeshore North and, to the south, Columbia.

The Lakeshore North Planning District forms the northern boundary of the City, separating it from the rural lands of Woolwich Township. Lakeshore North itself is bordered by the Laurel Creek Conservation Area to the west. North of the Study Area along Weber St., are the St Jacobs and Stockyards Farmers' Markets.

To the south of the study area are the University of Waterloo lands and to the east the Study Area is bounded by commercial, industrial areas and the Conestoga Expressway.

B2: Socio-Demographic Description

The population of the Study Area is 20,180², 23.3% of the total City of Waterloo population. The three planning districts included in the Study Area have a total land area of 7.28 square kilometres, 11.4% of the total land area of the City of Waterloo. The population density of the Study Area is 2,772 people per square kilometre, which is more than double the population density for the city as a whole.

Within the Study Area, Lakeshore North has the largest population. Lakeshore has the highest population density of the three planning districts in the Study Area with 3,430 people per square kilometre, more than 2.5 times the density for the City as a whole.

The three planning districts that comprise the consultation study area are quite different in their physical and land use characteristics. Lakeshore and Lakeshore North are predominately residential with commercial and industrial areas to the east and south along Northfield Drive and Weber Street and to the west along Bearinger Road. The Columbia Planning District, to the south is older and has a greater mix of land uses and housing types.

The three planning districts in the Study Area also differ in socio-demographic characteristics. Columbia has more students, one-person households, non-permanent residents and renters. There are more owned single family households in Lakeshore North than in Lakeshore and Columbia. Lakeshore has more owned homes but also has a high percentage of rented dwellings. Lakeshore North has higher average incomes and more single family houses.

The Study Area in total has proportionally more low income earners than the City as a whole, and has disproportionately more low income earners of various population groups including those with visible minorities, disabilities and non-permanent residents. The average income of low income earners is higher in the Study Area than for the City overall. Lakeshore has 22% of the City's population that have a language other than English as their first language.

² The data used is from the 2001 Census so reflects the population at that time and does not include the non-resident post-secondary student population which, in 2005, was 20,300².

B3: Community Assets

The Study Area has a number of assets including schools, churches and green space. Two bus routes serve the area with stops near the Albert McCormick Centre. One route goes from Conestoga Mall and through Lakeshore North and Lakeshore to King and University Avenue. There is an IXpress bus stop in from the Centre that connects to the City of Cambridge.

The Albert McCormick Community Centre is the only recreational facility in the area. The House of Friendship assists the Sunnydale community with social programs offered at the Sunnydale Community Centre, located in a donated town house unit. The Wing 404 Adult Recreation Centre is located just east of the Study Area. There are a number of community groups active in the neighbourhood, some operating out of the Albert McCormick Centre. Local churches and schools are used for various programs such as Girl Guides. Bertie's Place, a well known parent and child program, operates out of the arena part of the Centre.

In sum, Lakeshore has many characteristics in common with both Lakeshore North and with Columbia. Lakeshore North and Columbia are quite distinct from each other on various characteristics including housing type, family makeup and income.

Appendix C: Promotion and Meeting Materials

C1. Host Kit

Waterloo Public Library

Albert McCormick Branch Community Consultation

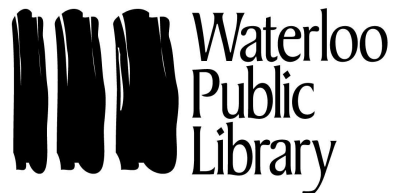


Your Kitchen Table Talk

Host Kit



SOCIAL PLANNING COUNCIL
OF KITCHENER-WATERLOO



Brief Overview of Community Consultation

Background

Waterloo Public Library (WPL) currently has a Main Library and one branch library—the Albert McCormick Branch located in the Lakeshore area of the city. In 2005, a library expansion plan was approved that includes building two new library branches and further enhancements to the Main Branch. The purpose is to expand library facilities in a cost effective way to meet the changing needs of the growing, diverse population of the City of Waterloo.

The current Albert McCormick Branch is not included in the new library expansion plan but is recognized as an important resource to the local community which it serves. The community in the Lakeshore area of the City of Waterloo has a mix of assets and needs, with various population groups that are typically defined as vulnerable or at risk.

The leadership at WPL is interested in exploring options for maintaining the Albert McCormick Branch as a community resource that has library services as well as a broader range of programs and services tailored to the local community. These programs would potentially be delivered in partnership with other community groups—from informal citizen’s groups to social service agencies. In this way WPL would fulfill its important role in building the social fabric of the community through its own services as well as in partnership with others who share a mandate to build a stronger social environment.

Purpose

The purpose of the consultation is to seek input from community members that will assist WPL in planning the future of the McCormick Branch collections, programs and services.

Community Meetings

Over the course of October and November, the Social Planning Council of KW will be seeking community members to host a number of small, informal group meetings (Kitchen Table Talks). Also planned are two public “Town Hall Meetings” to be held Tuesday, October 18 and Wednesday, October 23, 2005.

Timeframe

- | | |
|---|-------------------|
| ▪ Kitchen Table Talks and Town Hall meetings | October-December |
| ▪ Compile data | December-February |
| ▪ Final Report to Waterloo Public Library Board | March |

Contact Information

Joanne Davis, Community Coordinator

Social Planning Council of K-W

email: joanne@waterlooregion.org phone: (519) 579-1096 x 3011

Overview of Kitchen Table Talks (KTT)

Description

- a KTT is an informal group meeting of 8-12 participants from diverse backgrounds
- a host invites participants, provides appropriate space and refreshments
- the participants answer a series of questions guided by the facilitator
- a recorder documents the discussion
- facilitator/recorder teams are provided by the Social Planning Council of K-W

Purpose

- to listen to participants' experiences and ideas
- to gather information that will be used to inform consultation recommendations
- to create an environment that encourages people from diverse backgrounds to participate

Host Checklist (see detail checklist on page 5)

- ✓ plan a time, date and place that works for you—book time with Joanne Davis
- ✓ invite 8-12 people that reflect diversity
- ✓ notify project staff of any participant needs ie childcare or travel to participate
- ✓ plan and provide simple refreshments

What Project Team Provides

- ✓ facilitator/recorder team
- ✓ participant handouts
- ✓ supplies—name tags, pads, pencils
- ✓ participant profile form
- ✓ participant evaluation form

Sample Kitchen Table Talk Meeting

Before the Meeting

project teams arrives 30 minutes prior to start of meeting to set up

host shows project team meeting space and spot allocated for computer set up (table or desk with outlet close by)

host greets participants upon arrival

participants fill out nametag

host distributes pencils and forms

participants fill out forms (consent and profile) provided by facilitator (15 min)

host introduces the facilitator/recorder team

Sample meeting agenda

McCormick Branch Community Consultation

Saturday, October 22, 2005

2-4 pm

Meeting Agenda

- welcome and introductions
- overview of project
- meeting objectives
- overview of purpose and structure of meeting
- facilitated discussion
- close the discussion
- review objectives
- evaluation
- close meeting

After the Meeting

- project team gathers supplies, forms and equipment
- at a later date, host will review the notes from the session to ensure all input was captured
- receive copy of the final consultation report upon request

Reflecting Diversity

The Kitchen Table Talks are an opportunity for diverse members of the community to participate. The neighbourhood surrounding Albert McCormick Branch (see enclosed map) is rich with people from different walks of life. Plan to invite 8-12 people that reflect that diversity. Below is a list of diverse characteristics to keep in mind when you are thinking through who to invite. You certainly don't have to include someone from all these groups—that might be impossible!

- gender
- library users (non users)
- new Canadians
- cultural background different from host
- English as a second language
- teachers/academics
- seniors
- university/college students
- youth 15 +
- school age children
- parents/caregivers of preschool age children
- parents/caregivers
- labour force (in labour force/not in labour force)
- professionals
- workers in area—retail, commercial
- dwelling (apartment, duplex, house)
- geographic location
- mobility (lived in neighbourhood short time/long time)
- religious leaders
- citizen leaders
- neighbourhood associations
- service clubs
- political leaders



Host Checklist

- plan a time, date and place that works for you and participants – book two hours – project staff will need set up and clean up time
- contact Joanne Davis and book a facilitator/recorder team
- invite people you know who reflect diversity--aim for 8-12 people
- give them an invitation that outlines the meeting time, date and location (approximately 1.5-2 hours) and a brief description of the nature of the discussion we hope to have with them. This can be done by conversations or by providing a flyer (copies enclosed)
- notify project staff if any participant needs assistance e.g. childcare or travel to participate
- provide space for gathering – if help is needed, contact project staff
 - provide space (desk or table) for a laptop computer to be set up to record meeting notes
- plan and provide simple refreshments (suggestions—coffee/tea, water, juice, cookies or fruit). Keep receipts and submit to project team for reimbursement at end of meeting

My Participants

Invited	Status (call back, confirmed etc)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Contact Information

Joanne Davis, Community Coordinator

Social Planning Council of K-W

300-151 Frederick St.

Kitchener, ON

N2H 2M2

email: joanne@waterlooregion.org

website: www.waterlooregion.org

phone: (519) 579-1096 x 3011

C2. Summary of Promotion of Town Hall Meetings

Communication to City of Waterloo council and departments

- City of Waterloo Clerks Office notified City of Waterloo Council, departments and facilities of meeting

Media

- media release was sent by library staff to *The Record* and *Waterloo Chronicle*
- ad appeared in The Waterloo Chronicle, November 16 and 23, 2005

Flyer Distribution

Waterloo Public Library	Distributed and posted by staff in both McCormick and Main branches
Interested community members	mailed to list of interested individuals-names collected at library branches
schools	<p>Distributed to oldest/only students</p> <p>N. A. MacEachern P.S. Winston Churchill P.S. Cedarbrae P.S. Northlake Woods P.S.</p> <p>Posted</p> <p>WCI</p>
churches	<p>Mailed to</p> <p>All Saints Anglican Church Christian Fellowship Church Waterloo Christian Reformed Church Messiah Lutheran Church Lincoln Road Chapel Community Fellowship Church</p>
Parent and Child Programs	<p>Bertie's Place Coffee Break at Waterloo Christian Reformed Church Let's Play at Waterloo North Mennonite Church Moms Support Group at Lincoln Road Chapel Time out for Moms, Tots and Pops at Manulife Financial Soccer and Sports Centre Tuesday Morning Break at Waterloo Mennonite Brethren Church Women of Worth at Waterloo Pentecostal Assembly Lakeshore Cooperative Nursery School Waterloo Cooperative Preschool Ontario Early Years Centre (University Ave location)</p>
Youth	Girl's Night Out at RIM Park
Other community organizations	<p>K-W English School-University Heights Learning Centre Waterloo Community Arts Centre on Regina Street The Working Centre Eritrean Community of KW Focus on Ethnic Women Greek Cypriot Community of Waterloo India-Canada Association of Kitchener-Waterloo Waterloo Region Newcomers Club KW Friendship Group for Seniors Adult and Continuing Education, WRDSB</p>

c2. b) Press Release for Town Hall Meetings



October 14, 2005

FOR IMMEDIATE RELEASE

WATERLOO LIBRARY SEEKS COMMUNITY INPUT

As part of its long-planning for library service to the community, the Waterloo Public Library Board has re-affirmed that the McCormick Branch Library has a key role to play in delivering service.

To better prepare for the long-term delivery of library service to the McCormick community, the WPL Board is seeking input regarding the types of collections, services and programs that should be developed at the branch. The Board is also interested in identifying key community partners for the sharing of service initiatives.

“Public libraries will always be about providing service to children and families,” says Chief Librarian Cathy Matyas. “However, we want to hear from the community and build what is important for McCormick area residents into our long-term planning.”

The Library Board is working with the Social Planning Council of Kitchener-Waterloo to engage the community in the consultation.

A number of small “kitchen table talks” are being held throughout the community in October and November.

Two Town Hall meetings are also being held at the Albert McCormick Community Centre and Arena on Parkside Drive. The first Town Hall session is on Tuesday, October 18 and the second session is on Wednesday, November 23. Both sessions run from 6:30 pm to 8:30 pm.

For more information about the McCormick Branch Library community consultation process, contact Joanne Davis at the Social Planning Council of Kitchener-Waterloo at 579-1096 ext. 3011 or Cathy Matyas, WPL Chief Librarian at 886-1310 ext. 123.

Flyer for Town Hall meetings



**McCormick Branch Library
Community Consultation**

Town Hall Meeting

As part of its long term planning for library service to the community, the Waterloo Public Library Board has reaffirmed that the McCormick Branch Library has a key role to play in delivering service.

We want your input!

Please join us at a Community Consultation session:

Dates: Wednesday, November 23, 2005

Time: 7:00-9:00 pm **NEW TIME!**

Location: Community Room,
Albert McCormick Community Centre & Arena
500 Parkside Drive, Waterloo

For information contact:

Joanne Davis, Social Planning Council of K-W:

email: joanne@waterlooregion.org phone 579-1096 x 3011



**SOCIAL PLANNING COUNCIL
OF KITCHENER-WATERLOO**

This community consultation session is being facilitated for the Waterloo Public Library Board by the Social Planning Council of Kitchener-Waterloo

Appendix D: Kitchen Table Talk Materials

D1. Outline of KTT Process

Kitchen Table Talks

Targeted KTTs

Targeted KTTs were held with specific groups, typically as part of a regular meeting they had already scheduled. The general format and process for meeting with youth and adults was as described above for all meetings. As noted above, adaptations were made for the two school age children meetings and ESL group.

Adaptation for school age children participants

Two Kitchen Table Talks were held for school age children (grades 4-6). The KTT process was adapted to be more suitable for young children. Each meeting was approximately 30 minutes. A short questionnaire was administered at the beginning of the meeting to gather demographic profile information. The facilitator led the group through adapted questions (listed above) regarding the McCormick facility and the children's interest and needs. The adapted materials are shown in Appendix D3.

KTT Participant Follow up

After each of the KTT meetings, except for the two school age children meetings, the host of the meeting was mailed a copy of the raw comments and asked to validate the information. They were asked to return the document with any suggested changes.

Town Hall Meeting Process

Town Hall meetings followed a similar process and facilitator/recorder teams were prepared for several small groups depending on attendance level. As noted above, the Town Hall meetings included formal welcome and introductions to WPL library planning by Cathy Matyas, Chief Librarian.

Confidentiality

At each meeting, except for those with school age children, participants were asked to sign in and provide their name and their street. Participants were asked for their contact information if they wanted to know when the report from the project was available. Additional written material included:

Signed informed consent for all participants over 15 years of age;
Participant profile form;
Meeting evaluation.

To maintain confidentiality:

The meeting sign-in was done independently of all other written information;
Informed consent forms were handed in separately from the other written material at the meeting;
and

Participants were asked not to put their names on the profile or evaluation forms.

Once handed in, the Project Team could identify which participant was at which meeting, but could not link names of participants with any other information.

Participant Questionnaire

The questionnaire was intended to gather participant profile information, including information about their use of the Albert McCormick Community Centre and Library. The questionnaire provided an opportunity for participants to give opinions and ideas in writing that they may not have expressed in the group discussion.

The written questionnaire that participants at each meeting were asked to complete asked questions to describe their background, community involvement and library usage as well as to give their opinions and ideas for the Albert McCormick Library Branch. The school age children were given a simpler one page questionnaire.

Meeting Evaluation

At the end of all community meetings, except the school age children meetings, participants completed a written meeting evaluation.

D2. Participant's Kit

Waterloo Public Library

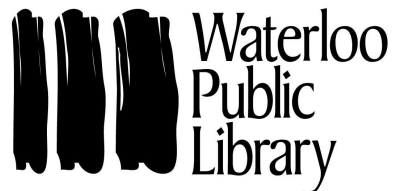
Albert McCormick Branch Community Consultation



Participants' Kit



SOCIAL PLANNING COUNCIL
OF KITCHENER-WATERLOO



Participant Information

Participation in this consultation is voluntary.

All information you provide will be kept confidential. Your name will not appear in any report or publication resulting from this consultation. The information gathered will be presented in aggregate and summarized form only. Data collected during this consultation will be retained for two years in a secure location in the offices of the Social Planning Council of K-W.

I have read and understand the above information. I agree to participate in this consultation. I understand that I may withdraw this consent at any time by telling the facilitator. I can receive notification of the final report by providing my contact information on the sign in sheet.

Participant's Signature

Date

Please help us learn more about you and how you use community facilities.

This information is important to understand more about the people in your community and how they use and view Albert McCormick Branch.

Please do not put your name on this form so we can keep your responses anonymous. Individual responses will be kept confidential and will be reported in summary form only, except where selected quotes may be used.

1. Name the nearest cross streets to where you currently live:

2. Your Postal Code: _____

3. How long have you lived at your current address? _____

4. Do you rent, own your current home? Please check one.

5. Check one that best describes the type of dwelling in which you currently live.

detached house

townhouse

apartment

room in house

other: _____

6. Your age:

14 years of age or younger

15 – 24 years of age

25 – 34 years of age

35 – 44 years of age

45 – 54 years of age

55 – 64 years of age

65 – 74 years of age

75 years of age or older

7. Your gender: Male Female

8. Were you born in Canada or another country. Please specify: _____

9. If you moved to Canada from another country, when did you arrive? Check one:

- 20 years ago or more
- between 10 and 19 years ago
- between 5 and 9 years ago
- between 2 and 4 years ago
- within the past year

10. Is English is your first or, second language? Please check one.

11. Which languages do you speak other than English?

12. Describe your cultural background: _____.

13. Are you currently a student?

- Yes, grade or year level _____
- No, highest level of education achieved: _____

14. Which best describes your current living situation?

- Live alone
- Live with spouse/significant other
- Live with roommate(s)
- Live with my primary family (parent(s), children)
- Live with my extended family
- Other, please specify _____

15. Which of the following apply to you. Please check any that apply.

- Employed full time. Current occupation _____
- Employed part time: Current occupation _____
- Unemployed and looking for work
- Unemployed and have given up looking for work
- Homemaker
- Stay at home parent/caregiver
- Retired

Economically supported by others such as family or friends.

Receiving financial assistance (e.g. Canada Pension, social assistance, disability support, employment insurance, workman's compensation, student loans.). Please specify which assistance you receive:

Receiving extra material help (e.g. from food hampers, fee subsidies for activities, clothing and furniture, sliding scale for fees, soup kitchens)

16. Your current household income level is (check one)

\$0 – 9,999

\$10,000 – 19,999

\$20,000 – 29,999

\$30,000 – 39,999

\$40,000 - 49,999

\$50,000 – 59,999

\$60,000 – 69,999

\$70,000 – 79,999

\$80,000 – 89,999

\$90,000 – 99,999

\$100,00 +

unknown

17. Please describe how you are involved in the community. For example do you participate in activities/programs in your neighbourhood, school or church? Which community facilities do you use?

18. The following are the types of collections, services and programs that are now offered by the Waterloo Public Library. Please check those which you have used at each of the Main and Albert McCormick Branches. Also check what you want for the future at Albert McCormick – the same as it now has, less than it now has or more than it now has.

Library Collections (Print and electronic)	Main Branch	Albert McCormick Branch			
	Those You Use	Those You Use	Want same	Want less	Want more
Children’s Collections					
Non-fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fiction/Novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kits (books and cassette/CD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent shelf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teen books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult Collections					
Non-fiction and reference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large print books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers and Magazines	<input type="checkbox"/>	<input type="checkbox"/>			
Reference databases (e.g. ELibrary, Health and Wellness Centre, Career Cruising etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Library Services	Main Branch	Albert McCormick Branch			
	Those You Use	Those You Use	Want same	Want less	Want more
Information services from library staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Borrowing Services					
Pick up and drop off of books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renewals and holds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inter-Library loan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers and Internet Service (self service)					
Access to computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eBranch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WPL website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Space					
Place to do independent work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place to meet others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place to find community information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Children's Programs	Main Branch	Albert McCormick Branch			
	Those your family has used	Those your family has used	Want same	Want less	Want more
Preschool age <i>e.g. Baby Time, Tiny Tots</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School age <i>e.g. Stories n' stuff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized programs <i>e.g. March Break, Summer Reading</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. What other collections, services and/or programs would you like to see at Albert McCormick Branch?

20. a) I use the following facilities in the Albert McCormick Community Centre. Check all that apply.

library

arena

community meeting rooms

b) Do you have a favourite place in the Community Centre? Please describe where and why:

21. Which other libraries do you use?

Waterloo Public Library – Main Branch

Kitchener Public Library – please specify branch(es) _____

University libraries – please specify _____

Waterloo Regional Libraries – please specify branch(es) _____

Other, please specify _____

22. Is Albert McCormick Library Branch important to you? Please explain:

24. Do you have any further comments?

Meeting Evaluation Form

Date: _____ Location: _____

Please tell us how much you agree with the following statements about today's session.
(Select one response for each item.)

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I understood the purpose of this meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I was able to contribute to the discussion and share my knowledge and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My ideas and opinions were listened to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The meeting ran smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Ideas regarding how McCormick Branch could further benefit my neighbourhood were explored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I believe that any changes that result from what is learned from the consultation will be positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What did you like about the session today?

What did you dislike about the session today?

What could have been done to make it better?

Other Comments:

D3. Adapted questionnaire for Children

Participant Survey for Children

How old are you? _____

What grade are you in? _____

What languages do you speak at home?

What street do you live on?

What is the closest big street to your house?

How long have you lived in this area? _____

Appendix E: Description of Data Analysis

Description of Data Analysis

Participant Questionnaires

The data collected through the written participant questionnaire was entered into SumQuest³, a survey analysis application software, and summarized using descriptive analysis techniques. Open ended question responses were further analyzed using a content analysis approach to cluster similar comments to determine the frequency of the emerging themes. The data was used to create a participant profile and as additional input that was incorporated with the discussion results.

Meeting Evaluation

The data collected through the written meeting evaluation forms was also entered into Sumquest and summarized using descriptive analysis techniques.

Discussion Questions

The transcripts of the discussions from each meeting were reviewed and edited for clarity then reviewed by the meeting hosts for completeness. The transcripts were then analyzed using a content analysis approach separately for meeting and for each of the three main questions posed to guide the discussion.

The content analysis consisted of clustering similar individual comments. Draft themes and sub-themes were identified on basis of the individual meeting results.

Once individual meeting analysis was complete, the results were compared across meetings, and adjustments made to clusters and theme headings. In this way, common themes that emerged at more than one meeting could be noted without losing the flavour of the individual meetings.

Once themes and sub-themes were determined, a frequency count was made of the number of comments included in the theme and sub-theme. In this way it is possible to view a summary of the resulting themes but still have access to the specific comments that were clustered under that theme.

The themes and sub-themes determined through this content analysis process were also used to code some of the open ended responses from the written participant questionnaire.

Integrating Questionnaire and Discussion Results

After the discussion results were summarized, responses to the written participant questionnaire were reviewed to determine if any additional themes emerged from the written input compared to the group discussions. There was a high degree of consistency between the written input and the group discussion results and no new themes were identified through this review.

The written questionnaire results for Question 61 were reviewed to find ideas for programs people wanted to see at Albert McCormick Branch that had not been identified during the group discussions. Any new ideas were incorporated into the list generated from the discussion results.

Participant Questionnaire Comments

All but the school age children meeting participants completed a written questionnaire which provided an opportunity for them to give opinions and ideas they may not have expressed in the group discussion. After the discussion results were summarized, responses to the written participant questionnaire were reviewed to determine if any additional themes emerged from the written input compared to the group discussions. There was a high degree of consistency between the written input and the group discussion results and no new themes were identified through this review.

The written questionnaire results for Question 61 were reviewed to find ideas for programs people wanted to see at Albert McCormick Branch that had not been identified during the group discussions. Any new ideas were incorporated into the list generated from the results already presented.

³ Sumquest reference here

Appendix F: Summary of Consultation Meetings

Table 5: Summary of Consultation Meetings

Date of meeting	Type of meeting	Location	Participants	
			#	%
October 12/ 2005	KTT Mixed	Private home	7	5.4 %
October 13/ 2005	KTT Mixed	Private home	11	8.5 %
October 17/ 2005	KTT Mixed	Private home	8	6.2 %
October 18/ 2005	Town Hall Meeting	Albert McCormick Community Centre	7	5.4 %
October 24/ 2005	KTT Mixed	Private home	9	7.0 %
October 24/ 2005	KTT Targeted	WPL, Albert McCormick Branch	6	4.7 %
November 2, 2005	KTT Targeted	Cedarbrae School	13	10.1%
November 9/ 2005	KTT Targeted	University of Waterloo - library	6	4.7 %
November 14/ 2005	KTT Targeted	Albert McCormick Centre, Bertie's Place	8	6.2 %
November 15/2005	KTT Targeted	MacEachern School	15	11.6 %
November 16/ 2005	KTT Targeted	Sunnydale Community Centre	9	7.0 %
November 17, 2005	KTT Targeted	MacEachern School	15	11.6 %
November 22/ 2005	KTT Targeted	Church in the Wood	8	6.5 %
November 23/ 2005	Town Hall Meeting	Albert McCormick Community Centre	7	5.4 %
Total	14		129	100%

Appendix G: Participant Profile Data

Table 6: Geographic Distribution of Participant Residence (N=126)

Area	#	%
Within Study Area	103	81.7%
Lakeshore	66	52.4%
Columbia	10	7.9%
Lakeshore North	27	21.4%
Outside of Study Area	19	15.1%
University	3	2.3%
West of Study Area (within City of Waterloo)	6	4.8%
East of Study Area (within City of Waterloo)	6	4.8%
Outside City of Waterloo: (Kitchener 2, Baden 1 , St Jacob 1)	4	3.2%
No response	4	3.2%
Total	126	

Table 7: Age Distribution of Consultation Meeting Participants (N=126)

Age Group	#	%
Under 14 years	34	27%
15 – 24 years	4	3%
25 – 34 years	9	7%
35 – 44 years	38	30%
45 – 54 years	19	15%
55 – 64 years	12	9.5%
65 – 74 years	9	7%
75 and older	0	0%
no response	1	<1%
Total	126	100.0

Table 8: Education Level (N=126)

Education Level	#	%
Student Elementary	30	24%
Student secondary	4	3%
Completed elementary	1	1%
Completed secondary	17	13%
Student College	0	0
Student university	0	0
Completed college	9	7%
Completed university	27	21%
Completed. postgraduate	12	9%
No response	26	21%
Total	126	100%

Table 9: Employment Status (N=97 multiple responses possible)

Status	#	%
Student	34	27%
Working Full time	30	24%
Working Part time	20	16%
Looking for work	3	2%
Not looking for work	1	<1%
Homemaker	21	17%
Stay at home/ caregiver	25	25.8%
Retired	13	20%
Supported by others	31	25%
Receive financial assistance	4	3%
Receive extra material help	0	0

Table 10: Participant Reported Annual Income (N=97)

Annual Income	#	%
\$0 – 9,999	1	1.0%
10,000 – 19,999	3	3.1%
20,000 – 29,999	6	6.2%
30,000 – 39,999	8	8.2%
40,000 – 49,999	7	7.2%
50,000 – 59,999	7	7.2%
60,000 – 69,999	8	8.2%
70,000 – 79,999	9	9.3%
80,000 – 89,999	4	4.1%
90,000 – 99,999	5	5.2%
\$100,000+	13	13.4%
Unknown	10	10.3%
No response	16	16.5%
Total	97	100.0%

Table11: Household Type (N=97)

Household Type	#	%
With spouse/other	61	62.9%
Primary family	25	25.8%
Live alone	5	5.2%
Live with extended family	4	4.1%
Room mate	1	1.0%
No response	1	1.0%
Total	97	100.0%

Table 12: Languages Spoken By Participants (N=126) Multiple responses possible.

Language	#
French	20
German	9
Greek	3
Urdu	3
Kurdish	2
Tamil	2
Marathi	2
Hindi	2
Italian	2
Amharic	1
Arabic	1
Assyrian	1
Cantonese	1
Chinese	1
Dutch	1
Hamong	1
Hungarian	1
Norwegian	1
Pashtic	1
Persian	1
Polish	1
Romanian	1
Somali	1
Spanish	1

Table 5: Participants Born Outside Canada (N=97)

Continent	Europe	North/ Central/ South America	Indian sub- continent	Far East	Middle East	Africa	Australia (1)
County	Britain Isles (5) Cyprus/Greece (2) Romania Germany	USA (4) Trinidad Guyana	India, Srilanka Pakistan	Cambodia	Kurdistan (2) Iraq	Ethiopia	

Table 14: Participants Time Arrived in Canada (N=97)

	Number of persons	Percentage
Within the past year	0	0
Between 2 and 4 years ago	2	2.1%
Between 5 and 9 years ago	6	6.2%
Between 10 and 19 years ago	4	4.1%
20 years ago or more	17	17.5%
No response/Doesn't know	68	70.0%
Total	97	99.9%

Table 15: Summary of Participant Community Involvement (multiple responses possible)

Type of Involvement	Community	Sports/ recreation	School	Church	Library	Total
Volunteer	56	5	41	11	1	114
Participate (program or other use facility)	64	48	3	18	20	151
Total	120	54	44	29	21	265

Appendix H: Albert McCormick Community Centre Use Data

Table 16: Use of Albert McCormick Facility (N=126)

Facility	Library		Arena		Community Meeting Rooms	
	#	%	#	%	#	%
Written Questionnaire Respondents (N=97)	78	80.4%	44	45.4%	34	35.1%
School age children (N=28)	28	100%	28	100%	Not known	-
Total (known)	106	84%	72	72%	34	-

Table 6: Participants' Favourite Places In the Albert McCormick Community Centre

Place in Centre	#	%
Library	21	67.7%
Arena	7	22.6%
Bertie's Place	2	6.5%
Community Centre	1	3.2%
Total	31	

Table18: Explanation For Favourite Place in the Albert McCormick Community Centre

Facility	Theme	#	% of total comments
Library	Atmosphere is comfortable, quiet, relaxing, positive, "small town" feel	5	19.2%
	Enjoy reading	5	19.2%
	Staff are friendly, helpful	2	7.7%
	Good childrens' programs	2	7.7%
	School projects, research	2	7.7%
	Our place to explore	1	3.8%
Arena	Place to play, play/watch hockey and ringette	7	26.9%
	Public skating	1	3.8%
	Ice rink is bright	1	3.8%
	Total Comments	26	

Table 19: Participant Use of Libraries (N=97)(multiple responses possible)

Library	#	%	#
Waterloo Public Library – Albert McCormick Branch	78	80.4	-
Waterloo Public Library – Main Branch	64	66%	-
Kitchener Public Library	23	23.7%	
Main Branch, Queen St.			10
Fisher Hallman Branch			2
Forest Heights			2
All Branches at times			1
University Libraries	18	18.6%	
University of Waterloo			5
University of Wilfred Laurier			5
University of Guelph			2
Unspecified			1
Waterloo Regional Library	5	5.2%	
New Dundee			1
Elmira			1
Unspecified			2
Other	15	15.5%	
School			3
home			1
Work Place			1
Cambridge			1
Unspecified			2

Note1: A participant could indicate use of one or more libraries.

Note2 The figures presented in the table do not include the 28 school age children all of whom did use the Albert McCormick Library.

Appendix I: Library Collection Service and Program Use Data

Table 207: Library Collections Usage at Main and Albert McCormick Branches

Collection	Main Branch		Albert McCormick Branch	
	#	%	#	%
Children's Collections				
Non-fiction	32	33%	41	42.3%
Fiction/Novels	32	33%	43	44.3%
DVD's	19	19.6%	24	24.7%
Videos	21	21.6%	29	29.9%
Kits (books and cassette/CD)	9	9.3%	16	16.5%
French books	9	9.3%	13	13.4%
Parent shelf	10	10.3%	12	12.4%
Teen books	10	10.3%	14	14.4%
no response	58	59.8%	48	49.5%
Adult Collections				
Non-fiction and reference	47	48.5%	43	44.3%
Fiction	39	40.2%	45	46.4%
CD's	21	21.6%	23	23.7%
DVD's	23	23.7%	22	22.7%
Large print books	8	8.2%	9	9.3%
Newspapers and Magazines	15	15.5%	25	25.8%
Reference databases (e.g. Elibrary, Health and Wellness Centre, Career Cruising etc)	12	12.4%	9	9.3%
no response	42	43.3%	40	41.2%

Table 21: Library Service Usage at Main and Albert McCormick Branches

Service	Main Branch		Albert McCormick Branch	
	#	%	#	%
Information services from library staff	25	25.8%	28	28.9%
no response	72	74.2%	69	71.1%
Borrowing Services				
Pick and drop off books	42	43.3%	55	56.7%
Renewals and holds	33	34%	50	51.3%
Inter-library loan	16	16.5%	23	23.7%
no response	51	52.6%	36	37.1%
Computers and Internet Service (self service)				
Access to computers	22	22.7%	22	22.7%
eBranch	8	8.2%	8	8.2%
WPL website	18	18.6%	28	28.9%
Community Space				
Place to do independent work	12	12.4%	18	18.6%
Place to meet others	8	8.2%	17	17.5%
Place to find community information	18	18.6%	31	32%
no response	75	77.3%	58	59.8%

Table 22: Children’s Program Usage at Main and Albert McCormick Branch Library

Program	Main Branch		Albert McCormick Branch	
	#	%	#	%
Preschool age (e.g. Baby Time, Tiny Tots)	12	12%	35	36.1%
School age (e.g. Stories 'n stuff)	13	13%	22	22.7%
Specialized programs (e.g. March Break, Summer Reading programs)	19	20%	30	30.9%
no response	70	72%	50	51.5%

Appendix J: Details of Comparison Between Participant Sample and Study Area On Selected Characteristics

Table 23: Comparison of Participant Sample and Study Area Population on Selected Characteristics

Demographic Characteristic	Participant Sample	Study Area Population	Diversity Priority
Gender			
Male	17%	49.9%	
Female		50.1%	
Age			
Under 14 years	37%	19.5	X
Over 65 years	9.3%	8.9%	X
Education (over 15 years only)			
< secondary school certificate	27.8%	34.3%	
Secondary school certificate	17.9%	27.2%	
> secondary school certificate	38.1%	38.6%	
Employment Status (over 15 years only)			X
Employed	55%	69%	
Unemployed	4.4%	4.2%	
Married	48.4%	53.5%	
Parents with children under 15 years (known sample over 15 years)	24.0%	-	X
Annual Family Income (over 15 years only)			X
< \$29,000	14.1%	17%	
\$30,000-49,000	19.7%	19.7%	
\$50,000-69,000	19.7%	22.1%	
\$70,000-99,000	25.4%	25.2%	
\$100,000 +	18.3%	16.2%	
Mobility			
Born in Canada	70.1%	75.8%	
Born outside of Canada	30%	22%	X
Recent Immigrants	8.3%	8.1%	X
Lived at current address at least 5-9 yr	50%		
Lived at current address 20 years	22%		
Languages – 1st language			
English	81%	97%	
Other 1 st language	18.3%	3%	X
Ethnicity			
Canadian	29.9%	30.9%	
Other ethnic background	70.1%	69.1%	X
Tenure			
Own home	83.9%	59.5%	
Rent home	15.5%	40.5%	X
Library Usage		City Wide Survey Sample⁴	X
Albert McCormick Branch	94%	9.6%	
WPL Main Branch	66%	61.6%	

⁴ Participant sample figure does not include elementary school children; City wide figure from Waterloo Public Library Survey, Geoffrey Wall and Phillip Feifan Xie, April 2001. This survey included only eligible voters who could be contacted by phone so does not include children less than 18 years or those who are not Canadian citizens.

Appendix K: Level of Interest In Various Collections, Programs and Services At Albert McCormick Branch

Table 24: Level of Interest in Library Collections at Albert McCormick Branch

Collection	Want less		Want same		Want more		no response	
	#	%	#	%	#	%	#	%
Children's Collections								
Non-fiction	0	-	17	17.5	20	20.6	60	61.9
Fiction/Novels	2	2.1	19	19.6	19	19.6	57	58.8
DVD's	1	1	8	8.2	20	20.6	68	70.1
Videos	2	2.1	14	14.4	16	16.5	65	67
Kits (books and cassette/CD)	2	2.1	9	9.3	16	16.5	70	72.2
French books	1	1	6	6.2	14	14.4	76	78.4
Parent shelf	2	2.1	9	9.3	10	10.3	76	78.4
Teen books	1	1	7	7.2	19	19.6	70	72.2
Adult Collections								
Non-fiction and reference	0	-	13	13.4	22	22.7	62	63.9
Fiction	1	-	10	10.3	25	25.8	61	62.9
CD's	1	-	7	7.2	22	22.7	67	69.1
DVD's	1	-	5	5.2	27	27.8	64	66
Large print books	0	-	6	6.2	13	13.4	78	80.4
Newspapers and Magazines	0	-	0	-	0	-	0	-
Reference databases (e.g. E-Library, Health and Wellness Centre, Career Cruising etc)	1	-	2	.	10	10.3	84	86.6

Table 25: Level of Interest in Library Services at Albert McCormick Branch

Library Service	Want less		Want same		Want more		No response	
	#	%	#	%	#	%	#	%
Information services from library staff			14	14.4	4	4.1	79	81.4
Borrowing Services								
Pick and drop off books	1	1	15	15.5	26	26.8	55	56.7
Renewals and holds	1	1	19	19.6	5	5.2	72	74.2
Inter-library loan	0	-	9	9.3	10	10.3	78	80.4
Computers and Internet Service (self service)								
Access to computers	0	-	9	9.3	22	22.7	66	68
eBranch	1	1	5	5.2	8	8.2	83	85.6
WPL website	0	-	11	11.3	13	13.4	73	75.3
Community Space								
Place to do independent work	0	-	9	9.3	16	16.5	72	74.2
Place to meet others	0	-	13	13.4	15	15.5	69	71.1
Place to find community information	0	-	13	13.4	20	20.6	64	66

Table 26 Level of Interest in Children’s Programs at Albert McCormick Branch

Program	Want less		Want same		Want more		no response	
	#	%	#	%	#	%	#	%
Preschool age (e.g. Baby Time, Tiny Tots)	0	-	5	5.2	16	16.5	76	78.4
School age (e.g. Stories 'n Stuff)	0	-	5	5.2	11	11.3	81	83.5
Specialized programs (e.g. March Break, Summer Reading programs)	0	-	6	6.2	15	15.5	76	78.4

Appendix L: Participant Suggestions for Programs, Activities and Partners

Table 8: Participant Suggestions for Programs, Activities and Partners

Participant Suggestions for Programs and Activities	Participant Suggestions-Potential Partners
A Programs and activities in general	Sunnydale Community Association, YMCA, Community Fellowship Church, churches, seniors, retired teachers, Regional Health Department, Grand River Hospital, Red Cross, Canadian Blood Services, student teachers, community centres, Group of Seven churches , students' union, City of Waterloo, school board
B Programs and activities-adult general interest	Adult Rec Centre, Wing 404, PROBUS, RIM Park, Working for Work, The Working Centre, Downtown Kitchener Health Centre
1. alternate incomes	research librarians
2. art classes	Leisure Guide, Homer Watson Gallery, Clay and Glass Gallery, Jamboree, Early Years Centre, Waterloo Potters' Workshop
3. bartering	The Working Centre
4. bike repair	The Working Centre
5. breast feeding buddies	local breastfeeding groups
6. cooking, ethnic cooking	Region of Waterloo Public Health Departments, Conestoga College, Zehrs and Sobey's (community rooms), famous cooks, ethnic restaurants, somebody that likes to cook
7. courses similar to The Working Centre	The Working Centre
8. nutrition	Health Canada, Public Health
9. finance	Brokers
10. gardening	KW Garden Club, Master Gardeners, Waterloo Horticultural Society, garden centres, a gardening group, Sunnydale Community Garden, gardening club
11. genealogy	Genealogy club, newspaper, University of Guelph
12. health and wellness	University health program (Lyle Building at the University), fitness clubs, health care professionals
13. home, car repairs for women	RONA, woman instructor, Eastwood Highschool
14. job search	WPL-main branch, Lutherwood, Multicultural Centre, Conestoga college, HRDC, UW and WLU, internet
15. meet the authors, book launches	libraries, english departments, Canadian Author's Association, bookstores, WLU, library, Laurier Press, Wordsworth, local book stores, university book stores, (WLU and UW)
16. parenting	KW Counseling, schools, separate and public school boards, Catholic Family Counseling, Lutherwood, La Leche League, Conestoga College, YWCA, Kids Link, KPL, Woolwich Community Centre, Ontario Early Learning Centres, hospitals, St.John's Ambulance, Red Cross, single moms, experienced parents
17. personal organization	The Learning Channel, Conestoga College, personal coaches, books and websites, library, community information centre
18. personal safety	Police
19. philately	Stamp collectors club
20. photography	Conestoga College, photography store, photography club, stores like Michaels, Creative Memories
21. quilting	Quilt gild
22. speaker series	University of Waterloo, guest speaker lists, Grand River Hospital, organizations and clubs already doing it
23. travel	Volunteers, advertise in Chronicle, radio, community groups, library, travel agencies,

Participant Suggestions for Programs and Activities	Participant Suggestions-Potential Partners
	university, museums, community members
24. wine appreciation	Conestoga College, LCBO
25. yoga	churches, YMCA
C Programs and activities to improve literacy, tutoring program	seniors, teachers, community volunteers, highschool volunteers (volunteer hours) WCI, St. David's, KCI, Sir John A, university students, WLU literacy group, Big Brothers and Sisters, The Literacy Group, St. Judes, Oxford, Sullivan, Rotary Centre, school board, government, library, schools, older kids
D Computer instruction for all groups	highschool student (volunteer hours), interested volunteers, retirees, companies in tech park, the Working Centre, Bits and Bytes club, computer companies, individual in town that recycles computers
E Clubs	PROBUS
1. chess club	volunteers, highschool chess clubs, KW Chess Club, WPL-main branch, students-self organized, game store, older students
2. computer users group	university user group, Conestoga College
3. book clubs	WPL-main branch, McCormick Branch
4. girls' club-cultural specific	Sunnydale, mosque, church, temple
5. tech team club	Unique Games, highschool students looking for volunteer hours, highschool tech clubs, McGregor Tech club
F Informal social programs and activities, mutual support	Adult Rec Centre, Brick Brewery, Lakeshore Ladies Group
G Programs and activities for specific demographic groups	
1. programs and activities for children, after school program, homework help	Optimist Club, teachers, churches, university students, Lutherwood, local daycares, Ontario Early Learning Years, library and TD bank, schools, Conestoga College, universities, YMCA-New Canadian Program, women, nursery schools, those with babysitting course, someone looking for experience, students
1.1 homework club	schools, university students, highschool students
1.2 childcare	facility staff, Bertie's Place, Best Start (Region of Waterloo initiative), Early Learning Centres, ECC at Conestoga College
1.3 music appreciation	WLU, Conrad Grebel, music schools, KW Symphony, Music Alive, choirs, garage bands, "Lakeshore Idol"
1.4 for under twos	youth, ECE, seniors' home, wing 404
2. programs and activities for youth	Junior Optimist Club, Optimist Club, librarians, City of Waterloo Rec Dept., Tim Hortons, service clubs, Boys Scouts and Girl Guides, City of Waterloo Youth Council, seniors, university students, sports people/organizations, Community Arts Centre, City of Waterloo Youth Council, service clubs, Girl Guides and Scouts, churches, police department, Big Sisters, highschools, St. David's, Waterloo Minor Hockey, guidance counselors at highschools, youth night at Cedarbrae school
2.1 dungeons and dragons tournaments	J&J Collectibles
2.2 Dances	WCI
2.3 organized sports	sports organizations
2.4 babysitting course	St. John's Ambulance, regional government, home daycares,
2.5 teen book club	volunteers, teachers, volunteers at library, self organized, students looking for volunteer hours, Chapters

Participant Suggestions for Programs and Activities	Participant Suggestions-Potential Partners
<i>3. programs and activities for seniors, newcomer seniors</i>	other seniors, Adult Recreation Centre, churches, CARP, PROBUS club, City of Waterloo Volunteer Services, University Heights, neighbourhood associations, Wing 404, WLU, intergenerational programs, Downtown Community Centre, grandmas, peers, outreach from seniors' centres, funeral homes-bereavement programs, WLU-Life Long Learning, Third Age Learning, Kitchener community centres, Rockway Centre, The Aud
3.1 Health	YMCA
3.2 seniors for seniors	library
<i>4. programs and activities for newcomers</i>	Open Doors, Sunnydale Community Association, settlement workers, New Canadian Program, school boards, HRDC, bilingual individuals, Multicultural Centre, YMCA, Grand River Hospital, churches, Church in the Woods, government programs
4.1 ESL	Agencies in downtown Kitchener, The Working Centre, Sunnydale Community Centre, university students or faculty, Optimist Club, highschool students (volunteer hours), university students, seniors, The Literacy Group, older immigrant kids, someone with patience, KW Multicultural Centre
4.2 host club to meet Canadians	Sunnydale, churches-All Saints, little stores on Tollgate
<i>5. programs and activities for men</i>	
5.1 Finance, income tax	Sunnydale Community Association
5.2 parenting for dads	KW Counseling
5.3 home repairs	Experts, Home Depot, RONA
5.4 create skills exchange	Library staff, Barter Works, Handy Connection
H Counseling services and counseling services for youth	KW Counseling, Catholic Family Counseling, referral service, Interfaith, Family and Childrens' Services, highschool guidance counselors, retired teachers, a screened volunteer, police, seniors, survivors, Community Justice Initiatives, Addiction Foundation, library itself (a haven for troubled people)
I Information and resources	
1. more community information, community information for teens	Volunteer action centre, Grand River Transit
2. improve collections	donate books-service groups, Optimist Club, "adopt a book" program, individuals in community, publishers, local books stores, parents, libraries on tape, church, centres or groups, government, Early Years Centres, library, KPL, university libraries, library science students
3. more computers and internet access, email capability	big companies, Bill Gates, local companies to donate, Ministry of Education, Early Years Centres
4. information on how to use library for all groups	library staff
5. information and collections in other languages	library
J Physical space	
1. café, informal gathering space for all ages	fast forward programs at highschools, Morning Glory Café, Breithaupt Centre, University Heights, Conestoga College, Sobey's, Starbucks, University of Waterloo, caregivers, YMCA-the zone, library
2. meeting room equipped for business meetings	Fibreteck, City of Waterloo
3. library program space, dedicated youth space	Music stores, Foam+, Optimist Club, churches, Bertie's Place
4. create small office centre	A+ Computers, big electronic companies, community businesses, Staples

Participant Suggestions for Programs and Activities	Participant Suggestions-Potential Partners
K Awareness	
1. increase awareness of collections, programs and services	put something on optimist board, tours done by library, neighbourhood associations, local businesses or services would post a flyer
L Accessibility	
1. book drop	new technology-like ATM, police service-crime prevention audit
2. improve access for people in wheelchairs	library
3. improve outreach services- for isolated, book mobile, visiting librarian, books to grow	volunteer, university student, CCAC, Extend-a-Family, Visiting Librarians, CCAC
4. improve outreach to schools, Sunnydale, newcomers	cultural performers, Welcome Wagon, university, City of Waterloo, school staff
5. more volunteer opportunities	schools, highschool students, youth, library, community, summer camp, university students

Appendix M: Consultation Meeting Evaluations Results

Table 9: Participant Responses to Meeting Evaluation Questions

	#	Strongly agree	Agree	Disagree	Strongly disagree	No response	Total
I understand the purpose of this meeting	#	58	33	0	0	6	97
	%	60%	34%	-	-	6%	100%
I was able to contribute to the discussion and share my knowledge and ideas.	#	49	40	1	0	7	97
	%	51%	41%	1%	-	7%	100%
My ideas and opinions were listened to.	#	57	34	0	0	6	97
	%	59%	35%	-	-	6%	100%
The meeting run smoothly.	#	54	37	0	0	6	97
	%	56%	38%	-	-	6%	100%
Ideas regarding how McCormick Branch could further benefit my neighborhood were explored.	#	64	26	0	0	7	97
	%	66%	27%	-	-	7%	100%
I believe that any changes that result from what is learned from consultation will be positive.	#	47	41	0	1	8	97
	%	49%	42%	-	1%	8%	100%

What did you like about the session today? (63 responses)

- Opportunity to meet and hear ideas and interests of others
- Reaching out to hear users opinion
- The variety of ideas forwarded by the participants
- Everybody got a chance to speak and speak freely
- All ages and groups represented
- Casual atmosphere, open and friendly
- Focused and well organized
- Session ran smoothly, great facilitator

What did you dislike about the session today? (39 responses)

- Started late from schedule
- Rushed, ran out of time
- Meeting was long
- Agenda of discussion should have been posted or provided ahead
- Purpose of meeting unclear
- Children making noises
- A lingering suspicion that the library is to be closed down
- Discussion focused more on community centre as opposed to on library
- Absence of staff from library to listen firsthand
- Little participation from the community

What could have been done to make it better? (28 responses)

- Better time management, time set start/end on time
- More community input
- Hand-out questionnaire beforehand
- Better questions/objectives
- Coffee

Other comments (12 responses)

- Hope results of the meeting will be used to improve services
- Having a say and being able to give input is appreciated
- Better way of presenting questions
- Not enough library users were aware of the public meeting