

2021 PROVINCIAL PUBLIC LIBRARY GRANT REPORT (PLGR)

LIBRARY NAME

Powell River Public Library

CHECKLIST

For the PLGR to be considered complete, please ensure you have provided information for each of the following sections. Suggested word counts have been included for each question, but feel free to include more or less text as needed – text boxes will expand as you type. Click on a title in the list below to jump to that section of the document.

- ☐ [1. INTRODUCTION - LIBRARY AND COMMUNITY PROFILE](#)
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- ☐ [3. KEY CHALLENGES](#)
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1. INTRODUCTION - LIBRARY AND COMMUNITY PROFILE

Provide a brief description of the community and library, focusing on what has changed in the past year (up to 500 words).

Powell River is located on the Upper Sunshine Coast, between the mountains and the Salish Sea. The Powell River Public Library serves the City of Powell River, the qathet Regional District and the Tla'amin Nation-- approximately twenty thousand people. Powell River is statistically an older community, the average age is over 50. Powell River is located in the Traditional Territory of the Tla'amin Nation, this area of the coast has been the home of the Coast Salish peoples for thousands of years. The City of Powell River was established in the early 1900s around the pulp mill and logging industry. With the shift away from jobs in large production business, Powell River and the region have been focused on economic revitalization. Encouraging tourism and new industries in the community is a local priority.

Community and Organizational Shifts

2021 was a challenging year for the Library and for our community. Fortunately, the capacities and skills developed in 2020 when navigating library services in the beginning of the pandemic, were useful tools in 2021 as well and helped us to sustain library services through the year.

After months of reduced hours, the library added back full evening and weekend hours in February 2021. This positive return to normal was followed by a large scale flood in March which resulted in a partial closure for nearly four months. The library reopened in late July.

The economic and social landscape of Powell River experienced a shift late in 2021 with the indefinite curtailment of Catalyst Paper tisk^wat mill. This has since resulted in a significant reduction of employment opportunities in the community.

Strategic Plan

PRPL Board of Trustees approved a new strategic plan in the first quarter of 2020. The new plan was an opportunity to use our experience in the new library to look forward. Both the Board and staff came together for a facilitated, full day session. The new plan has five strategic priorities:

- Organizational Strength
- Collaboration and Partnerships

- Communication and Marketing
- Stable Funding
- Emerging Technology

2. MAJOR PROJECTS/PROGRAMS

Please describe any new or major ongoing projects/programs the library has delivered in the past year. To report on multiple projects/programs, "copy" the blank table below and insert additional tables as needed using the "paste" function. Use one table per project/program.

Project/Program Name	
Bilingual Garden Signage - ʔayʔajuθəm	
Provide a brief description of the activities involved in this project/program.	
<p>Signage was developed for the native plant garden in front of the library to provide access to the local Indigenous language, ʔayʔajuθəm. Showcasing the language in the orthography is an important way to create an inclusive and welcoming space and increase the visibility of the language so that it is available to all members of our community.</p> <p>With funding from the Friends of the Library, staff worked with the Lang Creek Garden Society, City of Powell River and community Elders to establish authoritative translations for the signage.</p>	
How does this project/program support the library's strategic goals and/or community?	
<p>This initiative aims to inspire curiosity in both the native plants as well as ʔayʔajuθəm, the language of the Tla'amin people.</p> <p>Collaboration and Partnerships Working with partners to complete this project will increase public awareness and foster a broader sense of pride in its completion.</p> <p>Organizational strength We are stronger as an organization when we know that we are working to reduce barriers to accessing library services that are caused by societal issues.</p>	
How does this project/program support the B.C.'s strategic goal(s) for public library service ? Please provide information for as many goals as applicable.	
<p>1. Improving Access for British Columbians (e.g., connectivity, digital collections, shared services)</p>	

2. Building Capacity for library staff and directors (e.g., training and professional development)	
3. Advancing Citizen Engagement (e.g., helping people access government services/resources, fostering community knowledge-sharing, and supporting reconciliation)	<p>Creating an inclusive sense of belonging at the library helps us deliver library services.</p> <p>Reflecting the local language prominently is one way for the Library to demonstrate respect and a sense of belonging to ɁayɁajuθəm speaking people and members of the Tla'amin Nation.</p>
4. Enhancing Governance of the library system (e.g., board/trustee training, developing best practices, strategic planning)	
What are the key outcomes of this project/program? Please refer to the logic model in the appendix of the 2021 PLGR Guide for examples of how to write short, medium, and long-term outcomes.	

Key Outcomes: Inspire curiosity and learning by making ʔayʔaʔuθəm visible in a public space.

Activity: Meetings with Lang Creek Native Plant Garden Committee to learn more about the respectful use of ʔayʔaʔuθəm in public signage and navigate the translations. Funding secured from Friends of the Powell River Public Library for design work and signage. Coordination with City of Powell River for signage installation in CoPR garden outside of the Library.

Output: Bilingual signage installed in public outdoor space to provide access to engaging educational information about local plants in English and ʔayʔaʔuθəm (orthography and transliteration).

Immediate outcomes: Increased visibility of ʔayʔaʔuθəm and interest in the garden space. Installation happened in the winter, engagement in the space will only increase through the warmer months.

Intermediate outcomes: A greater number of community members become familiar with the orthography and ʔayʔaʔuθəm as well as local plants. A greater number of people are able to see themselves, their culture and their language at the library.

Ultimate Outcomes/Impact: A greater number of our community members feel welcome at the library and benefit from library services.

Did the project/program involve any partnerships? If so, what was the partner's role (e.g., funding, outreach, service delivery?)

Lang Creek Garden Society - worked with local ʔayʔaʔjuθəm speakers to identify agreed upon translations, spellings in the orthography and pronunciations for the native plants in the garden.

Friends of the Powell River Public Library - provided full funding for the design, build and installation of the sign. Approximately \$2,500.

Project/Program Name	
First Dibs: Teens Read New Books First	
Provide a brief description of the activities involved in this project/program.	
<p>To engage teens in our community, library staff collaborated with the local school district to develop an avenue for high school students to acquire volunteer service hours while engaging with the library collection.</p> <p>In this program, the hours can be acquired by reading and reviewing new books in collection. The teens submit their review and rating, the library staff provide feedback, and the review is then featured on social media, the website and in the library catalogue.</p> <p>The library confirms the hours volunteered directly with the high school so that they can be applied to the student's requirements for graduation.</p>	
How does this project/program support the library's strategic goals and/or community?	
<p>During the pandemic, when access to the library's popular indoor space was limited, it had been challenging to engage with teens.</p> <p>In order to graduate, students must complete volunteer hours in the community. By working with the school councillor, our staff helped to develop a more diverse range of opportunities for graduating teens to choose from.</p> <p>Offering First Dibs connected library staff with students virtually, they were motivated to participate and accomplish volunteer credit, and it aligned with our Strategic Goal: Collaborations and Partnerships.</p>	
How does this project/program support the B.C.'s strategic goal(s) for public library service ? Please provide information for as many goals as applicable.	
<p>5. Improving Access for British Columbians (e.g., connectivity, digital collections, shared services)</p>	

6. Building Capacity for library staff and directors (e.g., training and professional development)	
7. Advancing Citizen Engagement (e.g., helping people access government services/resources, fostering community knowledge-sharing, and supporting reconciliation)	<p>The program gave teens a sense of engagement with the library collection and with library staff. Their reviews and thoughts were shared through the website, social media and catalogue.</p> <p>Enabling the high school to offer a more diverse range of volunteering opportunities may help the students more easily connect with volunteerism and supporting their community.</p>
8. Enhancing Governance of the library system (e.g., board/trustee training, developing best practices, strategic planning)	
What are the key outcomes of this project/program? Please refer to the logic model in the appendix of the 2021 PLGR Guide for examples of how to write short, medium, and long-term outcomes.	

Key Outcomes: Teens have meaningful engagement with the library and gain volunteer hours for graduation during the pandemic.

Activity: Teens review new books, library staff provide feedback and publicize the reviews. Staff then certify the volunteer hours for high school graduation.

Output: In 2021, 13 student reviews were submitted and over 40 volunteer hours were awarded to students for their work promoting the library's collections.

The reviews are shared by the library on the website, social media, and in the catalogue.

Immediate outcomes: Teens are engaging with the library and developing a sense of pride in the collection, and understanding that their opinions are valued.

The library's collection is vetted by teens and includes reviews from community members which may support further use by others.

Intermediate outcomes: By developing their awareness of library resources and working with library staff, teens have a greater sense of belonging in the library and awareness of collections. Teens feel more welcome at the library and the School District is aware of how the library can support learning goals.

Ultimate Outcomes/Impact: By building a rapport with an age group that can be challenging to connect with and growing a partnership with the School District to further support teens, teenage residents receive better services from the library to meet their diverse needs.

Did the project/program involve any partnerships? If so, what was the partner's role (e.g., funding, outreach, service delivery?)

A counsellor at the local high school (School District 47) was critical in arranging the program. They are responsible for recognizing their volunteer hours towards graduation.

Project/Program Name	
Summer Reading Club - Plant Your Undies	
Provide a brief description of the activities involved in this project/program.	
<p>Planning for Summer Reading Club 2021, included acknowledging the increased interest in outdoor and active programs and events during the pandemic. Library staff came up with the idea of including a fun and attainable STEM activity for a broad age range (4-13).</p> <p>Further, the activities incorporated a science experiment inspired by the Soil Council of Canada. Undies were planted at the start of Summer Reading Club, hypotheses were developed, and then explored seven weeks later at the end of SRC when the undies were unearthed.</p>	
How does this project/program support the library's strategic goals and/or community?	
<p>"Plant your Undies" involved more than just the humor of underwear – it combined many elements of the BC SRC's theme of Crack the Case as well as the goals of BC's Summer Reading Club, which is to get kids excited about books and reading.</p> <p>Collaboration and Partnerships - We believe that pursuing strategic connections to enhance our services, creates opportunities and build a culture of knowledge sharing.</p> <p>Plant your Undies was an engaging and fun way to grow partnerships with local organizations. Staff worked with community gardens, and the school districts.</p>	
How does this project/program support the B.C.'s strategic goal(s) for public library service ? Please provide information for as many goals as applicable.	
<p>9. Improving Access for British Columbians (e.g., connectivity, digital collections, shared services)</p>	

10. Building Capacity for library staff and directors (e.g., training and professional development)	
11. Advancing Citizen Engagement (e.g., helping people access government services/resources, fostering community knowledge-sharing, and supporting reconciliation)	<p>This program encouraged curiosity and discovery an approachable and memorable way. It introduced reading and writing to participants with a broad range of abilities and interests.</p> <p>Utilizing exciting and non-traditional content for library programs may help to show library resources and services in a new light for new or potential patrons.</p>
12. Enhancing Governance of the library system (e.g., board/trustee training, developing best practices, strategic planning)	
What are the key outcomes of this project/program? Please refer to the logic model in the appendix of the 2021 PLGR Guide for examples of how to write short, medium, and long-term outcomes.	

Key Outcomes: Participants grow their sense of curiosity and a love of learning. They engage with reading during the summer break and identify the library as a resource for self-directed learning.

Activity: Library staff developed the program based on the Soil Council of Canada's project "Soil Your Undies". Staff worked with the schools to promote SRC and this program before the end of the school year.

Output: Staff prepared 100 bags for SRC participation as well as written instructions and a guided video for engagement. This specific project was a touchstone throughout the SRC program and took seven weeks, culminating with families digging up the undies in their gardens or at community gardens to check if their hypotheses were correct.

Immediate outcomes: Participants engage with the scientific process by planting underwear in the ground and hypothesising what might happen over time. Participants engage with reading and writing as well as BCSRC.

Connections with community gardens increased accessibility by providing space for participation where a garden may not be available at home.

Intermediate outcomes: A relationship is being cultivated between families in the community and the library. Participants engage with a fun and memorable program which inspires them to learn more, builds their knowledge of the scientific process and continues their engagement with learning and reading during the summer break.

Ultimate Outcomes/Impact: Participants, school partners and families identify the library as a supportive and inspiring place for lifelong learning. Community members use available resources to meet their learning goals.

Did the project/program involve any partnerships? If so, what was the partner's role (e.g., funding, outreach, service delivery?)

Community gardens provided space for participants to plant undies and were featured in SRC videos. Local schools promoted SRC before the end of the school year. The local paper (Powell River Peak) wrote an article on the program.

3. KEY CHALLENGES

The following topics have been identified as recurring themes in previous years' PLGRs. The intent of this section is to collect detailed information in a structured, consistent format.

Please select the most significant challenges that the library has faced in the past year that you wish to comment on. Leave any other listed topics blank.

Use the 'Other' row to include any ongoing or past challenges that are not included in this list. If you have more than one 'Other' item to add, please insert additional rows into the table.

Challenge	Briefly describe how this challenge has impacted the library/community, and what steps the library took to address it in 2021. Please specify if any provincial funding was used, e.g., annual library funding, the technology grant, other non-PLB provincial grants (up to 250 words per topic).
COVID-19 (e.g., safety protocols, proof of vaccination)	<p>Distancing and barrier related requirements reduced the level of service offered to patrons in the library space.</p> <ul style="list-style-type: none"> To increase distancing and decrease the length of visits to the indoor space, seating was dramatically reduced in public spaces. Programming continued online and outdoors through the year. Funding for licensing virtual tools was required - MS Teams, Zoom etc. <p>Mask requirement.</p> <ul style="list-style-type: none"> Decreased the quality of interactions with patrons by forcing library staff to monitor the public adherence to safety orders. Decreased ability to easily communicate with patrons. Microphones installed in plexi barriers.
Emergency response (e.g., fires, floods, extreme weather)	
Financial pressure (e.g., rising costs, reduced revenues)	<p>Ongoing costs related to the enhanced cleaning of public spaces. 2021 operating budget included \$22,800 for covid related cleaning and supplies.</p> <p>Reduced revenues from room bookings. Meeting rooms were unavailable for public use due to flood closure, and while used for storage of chairs from the public space or while used as additional staff spaces to increase distancing.</p>

Staffing (e.g., recruitment and retention, mental health and wellness)	Mental health and wellness - The pressure of enforcing public health orders was a challenge that continued through 2021. Staff and management both expended a greater number of hours on safety related issues than previous years. Responsibilities included ongoing rewriting of safety protocols to fit local services, advising and training staff on new protocols, setting expectations for the public and enforcing public safety rules as well as cleaning surfaces.
Disappearing services in the community (e.g., government, banking, health)	
Connectivity (e.g., low bandwidth, lack of home internet in the community)	
Aging/damaged facilities (e.g., need for repairs, renovations, upgrades/expansions)	<p>In March, the library suffered a flood which closed most of the facility, made collections inaccessible and limited our ability to offer public computing. During the 17 weeks of restoration work, the HVAC was not usable due to mold concerns. This reduced our occupancy further and prevented the library from offering any space as a cooling centre during the heat dome.</p> <p>Using a secondary entrance to the library, a pop-up space was established quickly in the library's meeting rooms. Staff utilized the set-ups and service structures we had put in place when re-opening in 2020 to re-open after the flood. Services offered from the pop-up included limited borrowing, holds pick up, reference and account maintenance and limited computing.</p> <p>Virtual and remote services and programs in place in March 2021 continued delivering great opportunities during the closure.</p> <p>The physical collection items which were available during the closure were those which were in circulation on March 29, 2021, InterLibrary Loans and new items received after that date. One small meeting room was converted to a public computing station. Programming continued without interruption as it was all virtual or outdoors. Ongoing access to the Willingdon Beach Pavilion for programming was funded by a Municipal grant.</p> <p>The digital collections were relied on through 2021, these were grown significantly in 2020 through Digital Initiative Grant from Libraries Branch.</p>
Community access to the library (e.g., geographic isolation, lack of local public transit, building accessibility)	During the flood closure, the library was available through a side entrance which was not highly accessible. Stairs and the distance from parking made the location a challenge for some patrons. Staff utilized both curb-side pick up and the new Holds Locker in the accessible foyer to deliver physical materials to patrons. The Holds Locker was funded in 2020 by a local grant from the Powell River Community Forest.

Vulnerable communities (e.g., people experiencing homelessness, addiction, mental health crisis)	
Other (please specify)	

4. SUBMISSION AND APPROVAL

Electronic signatures are acceptable where physical signatures are not feasible.

Library Director Signature:  Date: March 14, 2022

Board Chair Signature:  Date: March 14, 2022