

Making THE Learning Connection

COMMUNITY WORKSHOP TOOLKIT



Making the Learning Connection Community Workshop Toolkit

This Toolkit is based on a series of community workshops conducted by the Institute of Museum and Library Services (IMLS) between June 2010 and May 2011 as part of our *Making the Learning Connection* national tour.

Making the Learning Connection brought the IMLS *Museums, Libraries, and 21st Century Skills* initiative into seven communities, where, working with a planning committee of museum and library leaders, IMLS gathered librarians, museum professionals, civic officials, educators, foundation representatives and members of the business community. At each workshop, participants got to know each other, identified the most critical learning needs of the community, and explored ways in which libraries and museums could work together—and with other organizations—to address these needs. In each case, we found that many library and museum leaders were meeting for the first time.

The framing document for the workshops, *Museums, Libraries, and 21st Century Skills*, provided examples of ways in which libraries and museums promote skills (such as collaboration, critical thinking, communications, and creativity) deemed essential for building an engaged citizenry and a productive workforce in the rapidly changing knowledge society. A keynote by a community leader highlighted the community's current learning challenges and served as the workshop's "conversation starter," complemented, where possible, by current research that profiled the community across several 'quality of life' dimensions, including learning and education.

These five-hour workshops were "first steps" in what would need to be a series of conversations. Yet, importantly, they provided time, space, and a context for libraries and museums to engage more collaboratively and directly as important players in developing the community's learning agenda.

This toolkit is designed to assist museum and library leaders in planning and executing a 21st Century Skills Community Workshop in their own communities. It outlines the planning process, provides timelines, sample exercises and agendas, and brief descriptions of the 2010-11 workshops. It is intended to serve as a starting point and broad outline. Each museum, library and community is different, and we hope that you will adapt these templates to accommodate your own needs.

More resources on 21st Century Skills can be found on the IMLS Web site at www.ims.gov/21stcenturyskills.

Workshop Overview

As you consider convening your own workshop, it is important to be clear about your purpose and goals. The IMLS workshops were designed to be introductory conversations that:

- built awareness, momentum and understanding of 21st century skills initiatives among local museum and library leaders,
- created consensus around high priority 21st century skills needs in the community,
- increased awareness among stakeholders about the roles of museums and libraries in meeting the 21st century skills needs within their communities, and
- discussed potential implications for the participants' respective institutions.

A four to five hour workshop does not provide enough time to fully develop action plans or construct collaborative projects. While these may eventually result from this initial gathering, the workshop is successful when it inspires, energizes, and opens doors to collaboration around 21st century learning needs. It is important to begin with realistic goals and expectations—and include those community stakeholders who may be poised to take the 21st century learning challenge to the next level.

The IMLS workshops consisted of an hour-long plenary session followed by three to four hours of small and large group exercises. They took place in museums or libraries with comfortable spaces that could accommodate a head table and round tables for 40-80 people.

The workshop outcomes differed at each location, depending on the participants in the room, the needs of a community, and prior familiarity with the 21st century skills framework.

The outcomes of these workshops included:

- creation of a high-level “community map” of 21st century skill needs already addressed by participating institutions
- identification of high priority gaps in addressing key 21st century skills
- brainstorming potential “action steps” for continued work in the community

Examples of Planning Committees:

Columbia: Melanie Huggins, Executive Director, Richland County Public Library; Karen Brosius, Executive Director, Columbia Museum of Art; Catherine Horne, CEO, EdVenture Children's Museum

Detroit: Maud Lyon and Amy DeWys-vanHecke, Cultural Alliance of Southeastern Michigan; Paul R. Good, Community and Government Relations Manager, Detroit Zoological Society; Jim Flury, Head of Technical Services, The Library Network

Planning a Workshop

This section is intended to give workshop planners an idea about the steps taken to organize previous workshops. The tasks below are not presented chronologically as many will need to be addressed simultaneously. Allow six to eight weeks to plan a workshop. Following this section is a “Week-by-Week Planner” that will help to organize these activities.

FORM A PLANNING COMMITTEE AND START BRAINSTORMING

An important first step is to establish a committee of three or four local museum and library leaders who can provide vision and leadership in planning the workshop. The committee members should represent diverse institutions and should be committed to advancing the conversation around 21st century skills within the community’s network of informal learning organizations.

The planning committee members define the workshop goals to respond to the specific needs and aspects of the community, determine the workshop’s geographic scope (such as a city or multi-county region), and develop the invitation list. They should be champions for the roles that museums and libraries play in meeting the learning needs of their communities. Planning committee members identify the opening speakers and set the workshop agenda. They typically serve as facilitators for the workshop’s group exercises.

SET THE DATE, TIME, AND LOCATION

The IMLS-sponsored workshops were held on weekdays from morning to early afternoon, and included morning coffee service and a working lunch. The workshop date was selected to ensure that it did not interfere with other events that potential attendees would likely attend.

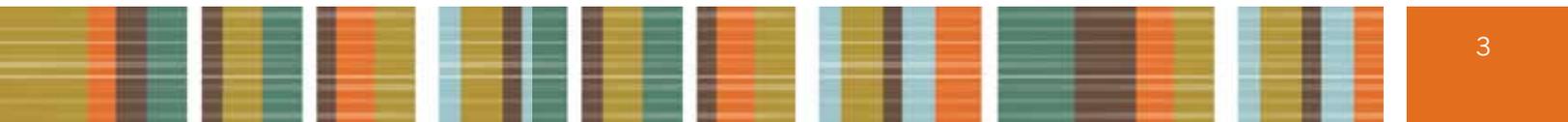
The IMLS workshops tended to take place in spaces (museum, library, university) associated with a member of the planning committee. Our workshops drew from 40-80 participants, and we favored flexible spaces that would comfortably accommodate attendees sitting at tables that were conducive to the plenary presentations as well as the small and large group exercises.

COMPILE INVITATION LIST

Ensuring that the right group of people is in the room is critical to the workshop’s success. It is important to target senior museum and library leaders who are decision makers within their respective organizations. In addition, you should include leaders from other organizations committed to advancing the community’s learning outcomes. The IMLS workshops were enriched by leaders from formal education (both K-12 and higher education), community foundations, workforce development, chambers of commerce, local government, business, and nonprofits that address the needs of a specific subset of the community, such as children, older adults, immigrants, and different cultural groups.

Once an invitation list has been developed, compile contact information, email invitations, and track RSVPs. You will probably want to send follow-up messages or contact people individually.

Please see sample invitation language in the appendices.



DEVELOP THE WORKSHOP AGENDA

The host committee creates the day's agenda. It is important to develop a clear and realistic purpose statement for the workshop. We described the purpose in the invitation and also included it in the written materials provided in the registration folders. (See appendix for sample.)

In the IMLS sponsored workshops, an opening panel set the context for the day. In addition to a welcome from the director of the host institution, the opening session panel, lasting approximately one hour, typically consisted of three speakers:

- An individual (often an IMLS representative) who provided a summary of the 21st Century Skills movement, its beginnings in the formal education arena, and its impact and potential within the informal education community.
- A local museum or library leader, usually a member of the planning committee, to address how 21st century skills learning needs are currently being addressed by the communities' museums and libraries.
- A community leader from outside the museum and library profession who addressed local challenges, learning needs, and other community issues, such as unemployment workforce development, immigration, and health care. In the IMLS workshops, this role was filled by representatives from community foundations, United Way, newspapers, or municipal government. This presentation provided a broader context for the day's work.

After the opening panel, the workshop moves to a series of facilitated small and large group exercises. These activities focus on identifying, discussing, and synthesizing:

- high priority 21st century skill needs in the community;
- relevant, mission-critical resources at individual institutions; and
- potential partners (in or out of the room) who could help address these needs.

From these early activities, participants prioritize topics for further exploration and group discussion. The goal is to move from reflection on one's own institution to an exploration of potential partnerships, shared identification of challenges and opportunities, and agreement around some concrete and 'do-able' next steps to strengthen library and museum approaches to fostering 21st century skills. The sample agenda and worksheets included in the appendices can be used to help guide the host committee's preparation.

DETAILS, DETAILS, DETAILS

Some things we've learned from our workshops:

- Each participant should receive a name tag and a folder with the workshop agenda, the purpose statement, individual and group exercise worksheets, an attendee list, a copy of the *Museums, Libraries, and 21st Century Skills* report, and an evaluation form.
- In addition, it is helpful to identify a local "state of the community" report to help guide the day's discussion and provide attendees with a broader, community-specific context. This report may be issued by a community foundation, economic development board, or groups like the United Way.

- Each table needs writing materials and markers to record responses to group exercises.
- Sticker dots are useful for an exercise that calls for participants to prioritize the list of important topics identified by the small groups.
- A working lunch is a productive way to maximize activity and encourage participants to get to know each other. Plan ahead to provide box lunches and drinks.
- The planning committee may elect to issue a press release or otherwise alert local media outlets that the workshop is occurring and may wish to invite reporters to attend.

CONTACT IMLS

IMLS staff members are happy to support you as you develop your workshop. We can answer questions, provide guidance, send copies of the *Museums, Libraries, and 21st Century Skills* report, and potentially participate. Contact Allison Boals, Office of Strategic Partnerships. at aboals@imls.gov.

AFTER THE WORKSHOP

Don't forget to send prompt "thank you's" to the attendees. We hope that you will find ways to continue the discussion and forge some concrete actions. Some of our workshop committees have established LISTSERVs to keep people in touch. Others have developed programs, prioritized activities, and new alliances.

Example: In Michigan, the Cultural Alliance of Southeastern Michigan has organized its more than 100 member organizations into five Community Relations Teams to facilitate grassroots collaborations with local communities. With education identified as a priority in each of the five areas, the Alliance is working with its members to organize formal meetings for nonprofit leaders to meet with superintendents, principals, teachers, and other school officials. Each meeting incorporates presentations on arts, culture, and 21st century skills.

PLANNING TIMELINE

We recommend allowing 8-10 weeks for planning; some of these steps may happen simultaneously.

Key First Steps

- Assemble a planning committee
- Hold first planning committee call to
 - Review goals
 - Review context materials
 - Generate a list of potential speakers
 - Create a timeline for deliverables
- Determine date and location of workshops
- Hold second planning committee call to

- Identify potential speakers
- Identify community-based resources (such as “state of community” report/data)
- Review deliverables

Next Steps

- Secure venue
- Hire caterer
- Confirm logistics
- Generate list of invitees
- Create invitation letter
- Send invitations and track RSVPs, sending reminders to those who have not responded
- Hold call with all speakers to review individual roles and the flow of the workshop
- Finalize content for workshop and participants' folders
- Customize workshop materials (exercises and evaluation form)

Final Steps

- Finalize logistics (catering, reproduction of workshop materials)
- Send note to participants detailing preparation work and reminding of event logistics
- Hold final planning committee call with all speakers
- Execute event

Post-Event

- Send thank you notes to speakers and participants
- Wrap up/debrief call with the planning committee
- Review and communication of workshop evaluations

Appendices

APPENDIX 1: SAMPLE DOCUMENTS

- Sample Invitation Letter/Email
- Sample Reminder Note
- Sample Thank You Note
- Speaker Notes/FAQ
- Sample Workshop Agenda
- Sample Workshop Schedule
- Facilitator Guide for The Four Questions Exercise
- Community Map Exercises and Facilitator Guides
- Post-Workshop Survey

APPENDIX 2: SUMMARY OF PREVIOUS WORKSHOPS

- Baltimore, MD
- Columbia, SC
- Miami, FL
- River Forest, IL
- San Francisco, CA
- Albuquerque, NM
- Detroit, MI

Sample Invitation Letter/Email

Dear (NAME)

I am pleased to invite you to leadership workshop on 21st century skills and (CITY/REGION).

As a key leader in our area, you are critical to a conversation about how we can align the programs and services of the library and cultural sectors to support the development of 21st century skills. Along with other senior level, key leaders, we respectfully request your participation in helping shape this effort.

The purpose of this gathering is to build awareness, momentum and understanding of 21st century skills initiatives among local museum, library, and community leaders, created consensus around high priority 21st century skills needs in our community, increased awareness among stakeholders about the roles of museums and libraries in meeting the 21st century skills needs within our community, and discussed potential implications and collaborations for our institutions. We expect a lively interchange of ideas, hopefully leading to a shared vision for 21st century learning in (CITY/REGION).

This effort is based on the finding of the Institute of Museum and Library Services (IMLS) report, *Museums, Libraries, and 21st Century Skills*, as well as a series of community workshops that focused on how libraries and museums are addressing the educational, workforce, and civic engagement needs of the communities they serve.

Libraries and museums have important contributions to make to the national conversation around 21st century skills. Our institutions play an essential role in helping people develop critical thinking, problem solving, creativity, communication, and collaboration skills--along with academic subject mastery.

Our workshop will be held on (DATE), from (TIME–TIME). (HOST INSTITUTION) has kindly volunteered to host the event, and we invite you to participate.

To RSVP, please e-mail (E-MAIL) or call (PHONE), and we will follow up with more details. You are welcome to invite an additional team member from your institution who plays a role in education, programming and/or partnerships. We look forward to hearing from you.

Sincerely,

(NAME, TITLE
INSTITUTION)

Sample Reminder Note

Greetings,

We are pleased that you are able to participate in the *Making the Learning Connection* workshop at the (HOST INSTITUTION) on (DATE).

In preparation for the upcoming workshop, we suggest you take a look at the IMLS *Museums, Libraries, and 21st Century Skills* report available on the IMLS web site (<http://www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf>). Focus, if you can, on the list of skills, the Self-Assessment Tool, and the Community Learning Scan. Additionally, an online version of the Self-Assessment Tool is available at <http://imls21stcenturyskills.org>. We will have hard copies of the report available at the workshop.

For your convenience, the details are below:

Date:

Time:

Location:

Room:

Parking:

Food:

If you have any questions, please don't hesitate to e-mail (E-MAIL) or call (PHONE), Thanks again, and we look forward to seeing you!

Best regards,

(NAME, TITLE
INSTITUTION)

Sample Thank You Note

Greetings,

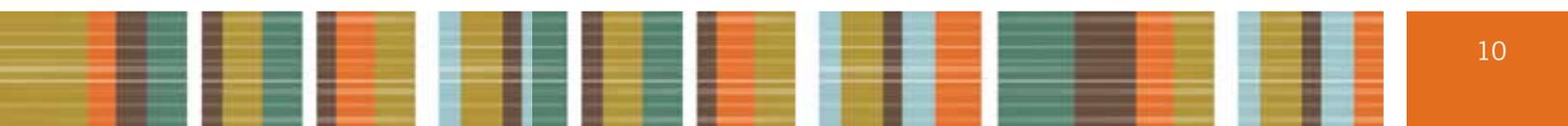
On behalf of the (HOST INSTITUTION), we would like to sincerely thank you for participating in our *Making the Learning Connection* workshop. We truly appreciate you taking so much time out of your busy schedule to come together and talk about some of the challenges and solutions around learning in (CITY/REGION).

One of our key goals for the workshop was to create an opportunity for you, as museum, library, and community leaders, to discuss the 21st century learning landscape in light of (CITY/REGION)-specific issues and explore strategies for advancing 21st century learning goals in the community. Additionally, we hope that the workshop helped build some momentum and understanding around 21st century learning and opened up some options for further collaborations and partnerships around this work.

We all learned a great deal from listening to each other's ideas, reactions and suggestions, and we look forward to using the preliminary results from this meeting in our work moving forward.

Best regards,

(NAME, TITLE
INSTITUTION)



Speaker Notes/FAQ

The following is provided as a general FAQ for use by workshop facilitators.

PURPOSE

The purpose of the museum/library workshop is to:

- Build awareness, momentum and understanding of 21st century skills initiatives among local museum/library leaders
- Create consensus around high priority 21st century skills needs in the community
- Increase awareness among stakeholders about the roles of museums and libraries in meeting the 21st century skills needs within their communities
- Discuss possible implications for the participants' respective institutions

POSSIBLE OUTCOMES

- Begin the creation of a high-level “community map” of 21st century skill needs being addressed by institutions represented at the meeting
- Begin to identify high priority gaps in addressing key 21st century skills
- Brainstorm potential “action steps” for continued work

TARGET AUDIENCES

Local museum and library leaders, with additional community and nonprofit leaders based on input from the host institution(s).

RECOMMENDED LENGTH

10:00 am - 2:30 pm

SUGGESTED AUDIENCE SIZE

35-50 participants (primarily museum and library leaders with some additional stakeholders)

Sample Workshop Agenda

All participants will have been invited to read the report and complete the online self-assessment tool prior to the workshop.

1. Introduction/Overview (10:00 am – 11:00 am)
 - a. First Speaker [knowledgeable about 21st century skills in the broader societal/learning context]
 - Big picture/overview
 - 4 questions
 - IMLS initiative
 - b. Second Speaker [member of host planning committee and representative of either a library or a museum]
 - Reflections from experience with project/library perspective
 - Articulate goals for the day
 - c. Third Speaker [representative of city/county government, local newspaper/media, foundation]
 - Connection to local issues
2. Community Mapping (11:00 am – 11:45 am)
 - a. Small Group Exercise
 - b. Purpose: Articulate vision for libraries/museums in the area, identify gaps or barriers to success
3. Agenda Setting Exercise (11:45 am – 12:30 pm)
 - a. Large Group Reflection
 - b. Purpose: Synthesis of prior activity and co-creation of topics for further discussion
4. Lunch distributed (12:30 pm – 12:45 pm)
5. Discuss Topics Identified in Agenda Setting Exercise (12:45 pm – 1:30 pm)
 - a. Working Lunch: Small Group Exercise
 - b. Self-organize around co-created topics
6. Synthesis and Next Steps (1:30 pm – 2:15 pm)
 - a. Large Group
 - b. Purpose: Identify Key Takeaways, articulate action steps
7. Wrap up/Conclusion (2:15 pm – 2:30 pm)

Sample Workshop Schedule

Time	Activity		Notes
9:00 am – 9:30 am	Setup/Preparation for workshop		Setup for tables, registration, rooms, etc.
9:30 am – 10:00 am	Register/seat guests		Staff at registration table and in room
10:00 am – 10:20 am	Introduction	First Speaker	Ask participants to identify themselves and their organizations (very quick introductions). Introduction of the project and detailing the purpose of workshop and overview of the IMLS initiative
10:20 am – 10:40 am		Second Speaker	Articulate the goals for the day and provide examples of, or reflections upon, 21st century skills within the context of libraries and/or museums
10:40 am – 11:00 am		Third Speaker	Provides overview of key issues facing the local area
11:00 am – 11:45 am	Community Mapping	Small Group Exercise	Facilitator gives instructions for small group work: Individuals take 10 minutes to fill out Community Map and discuss the results, fill out the rest of the grid as a group
11:45 am – 12:30 pm	Agenda Setting	Large Group	Reporting from small groups and synthesis and co-creation of Community Map topics for further discussion
12:30 pm – 12:45 pm	Lunches are distributed		Staff will handle logistics of lunch set up
12:45 pm – 1:30 pm	Discuss Topics Identified from Agenda Setting	Working Lunch: Small Group Exercise	Individuals organize themselves by topic and discuss up to six key questions (as identified in previous exercise)
1:30 pm – 2:15 pm	Key Takeaways and Next Steps	Large Group	Reports from small groups, documentation of key takeaways and articulation of possible next steps
2:15 pm – 2:30 pm	Wrap up/conclusion	Large Group	Keynote speaker offers closing thoughts/synthesis, asks participants to complete survey

Facilitator Guide for The Four Questions Exercise

For internal use only

The “Four Questions” exercise has been adapted from *21st Century Skills: Learning for Life in Our Times*, by Bernie Trilling and Charles Fadel. It is a fun and interactive way to jump-start the conversation on 21st century skills with any audience regardless of participants’ prior knowledge.

The exercise is designed to make the topic of learning today and tomorrow real and personal. As you ask the questions, invite people to call out their responses. Depending on your time constraints, you can make this a purely verbal exchange, with the facilitator repeating and embellishing the responses, or you might ask someone to record the responses on a newsprint pad.

There are no “right” and “wrong” answers. Questions One and Two refer to the broader environment and context for learning that our young people will encounter and the skills that will be required to navigate this environment successfully. Question Three asks individuals to reflect on their personal memorable and effective learning experiences. The final question draws on the responses to the first three, and usually elicits a pretty accurate description of 21st century skills and the needs of today’s learners.

Suggested message for a presentation slide: What will learning look like in the future?

Question 1: What will the world be like twenty or so years from now, when the children who visit your institution are out in the world?

Question 2: What skills will these children need to be successful in this world you have imagined twenty years from now?

Question 3: (Think about your own life and those times when you have had a ‘peak’ learning experience.) What were the conditions that made your high-performance learning experiences so powerful?

Question 4: What would learning be like if it were designed around the answers to the first three questions?

Community Map Handout

Please fill out this grid individually (based on your best understanding) at the beginning of the first small group exercise. After 5-10 minutes, work together with your group to fill out the next set of boxes (see next page).

<p>High priority 21st century skills for the area (What skills you think the area needs most)</p>	<p>21st century skills that are relevant to my institution's mission/vision</p>
<p>Other organizations (not mine) already working on these skills</p>	<p>What my institution is already doing to address these skills</p>

As a small group, work together to fill out these three boxes.

CHALLENGES/GAPS

What are the highest priority needs in the area related to 21st century skills?
What high priority needs in the area are not being addressed adequately by any group, in your opinion? (Where are the biggest gaps in 21st century skills offerings?)

SYNERGY/PARTNERSHIPS

Where can synergies and partnerships around 21st century skills be leveraged more effectively?

CHOOSE A TOPIC

What topic related to 21st century skills and the area's needs would you like to choose for further discussion today? (Suggest at least one idea, topic, challenge or issue related to our conversation so far that you think deserves further attention by the group.)

Facilitator Guide for Community Map

For internal use only

PURPOSE OF ACTIVITY

The Community Map is a way for participants to be able to identify high priority 21st century skills for the area and their own institutions. The goal is to move the workshop forward in a highly personalized fashion, tailored to what participants identify as the area's 21st century skills needs.

ACTIVITY FLOW

1. Have each small group assign a facilitator, note-taker, and reporter.
2. Individuals take 5-10 minutes to complete page 1 of the community map (see handout).
3. When individuals have completed their maps, ask them to discuss results as a small group and as a group fill out the back page of the community map (answering the following questions):
 - a. What is your institution currently doing to promote 21st century skills in current participants/visitors?
 - b. What are the skills that best relate to your institution's vision/mission?
 - c. What are the highest priority needs in the area related to 21st century skills?
 - d. What high priority needs in the area are not being addressed adequately by any group, in your opinion? (Where are the biggest gaps in 21st century skills offerings?)
 - e. What are the biggest challenges and opportunities around this work, in your opinion?

Facilitator Guide for Large Group Reflection & Agenda Setting

For internal use only

GOAL

The goal of this exercise is to generate further discussion around the topics identified with the Community Map.

ACTIVITY FLOW

1. Report out from small groups
2. Synthesis and co-creation of community map topics for further discussion, for example:
 - a. Issues like poverty, dropout rate, early literacy, workforce development may be suggested
 - b. 21st century skills like systems thinking, critical thinking, self-direction, creativity etc. may be suggested
 - c. Activity areas might be suggested, e.g., programming, partnerships, leadership, continuous improvement
3. Have the large group select at least six topics for further small group work (participants will each get two “votes” – stickers they will place on flip charts next to the topics they are most interested in); once the final topics are identified (those with the most votes) everyone will choose a small group for further discussion.

Handout for Discussion of Topics Identified from Agenda Setting

The following questions are provided as a helpful guide. Please feel free to adapt these questions to your particular topic as needed.

Q: (How) does your institution pursue this topic intentionally/purposefully?

Q: Review the “Partner” column in the self-assessment tool. What is your institution currently doing to partner with others around this topic?

Q: What other organizations and institutions are possible partners around this topic?

Q: What concrete recommendation(s) can you suggest to strengthen your approach to partnering around 21st century skills in this topic area?

Q: What are the biggest challenges around this topic, in your opinion?

Q: What big questions should we be asking ourselves about this topic?

Large Group Takeaways and Synthesis Agenda

For internal use only

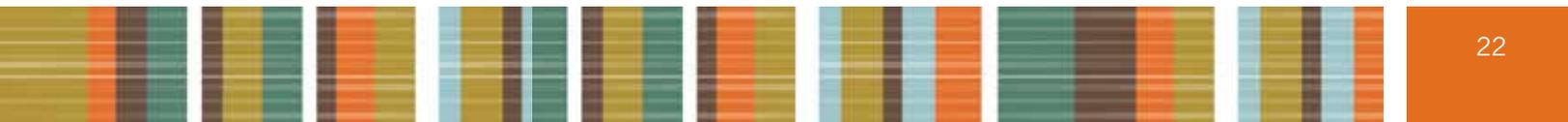
1. Small group report-outs, discussion, synthesis
2. Documentation of key takeaways from Community Maps
3. Articulation of possible action steps
4. Assignment of follow-ups, next steps if appropriate

Post-Workshop Survey

Thank you for taking the time to complete this survey. Please respond to the questions below by using the following rating scale: 1 = strongly disagree, 2 = moderately disagree, 3 = neutral, 4 = moderately agree, 5 = strongly agree.

	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
1. I am more aware of the 21st century skills needs in my community.	1	2	3	4	5
2. My institution could have a role to play in addressing the 21st century skills needs in the community.	1	2	3	4	5
3. I have a better understanding of how my institution can address 21st century skills needs in the community.	1	2	3	4	5
4. I would be willing to meet again in the near future to continue the work that we've discussed today.	1	2	3	4	5
5. I have some ideas of what the immediate next steps are for my institution.	1	2	3	4	5
6. I have identified at least one new collaborative partner (an individual, or another institution) as a result of this workshop.	1	2	3	4	5
7. This workshop has the potential to benefit my community as well as my institution.	1	2	3	4	5
8. I am aware of the online assessment tool on the IMLS website.	1	2	3	4	5

9. Do you have any suggestions for (HOST INSTITUTION) about ways to improve these types of community workshops in the future?



Appendix 2: Summary of Previous Workshops

JUNE 21, 2010 – WALTERS ART MUSEUM, BALTIMORE, MD

- Planning Committee: Gary Vikan, Director, The Walters Art Gallery; Carla Hayden, CEO, Enoch Pratt Free Library
- Community Commentator: Tom Wilcox, President and CEO, Baltimore Community Foundation
- Attendance: 43
- Priority 21st Century Learning Needs in Community: Critical thinking; Creativity; Communication/Collaboration; Visual Literacy; Scientific Literacy; Cross-Disciplinary Thinking; Basic Literacy
- Early Outcomes: Listserv developed by Greater Baltimore Cultural Alliance to continue discussion about needs and synergies.

AUGUST 20, 2010 – RICHLAND COUNTY PUBLIC LIBRARY, COLUMBIA, SC

- Planning Committee: Melanie Huggins, Executive Director, Richland County Public Library; Karen Brosius, Executive Director, Columbia Museum of Art; Catherine Horne, CEO, EdVenture Children's Museum
- Community Commentators: Milton Pope, Administrator, Richland County; Belinda Gergel, Columbia Councilwoman, District III; Warren Bolton, Associate Editor, The State
- Attendance: 47
- Priority 21st Century Learning Needs in Community: Civic Literacy and Stewardship; Basic Literacy; Partnerships and Collaboration; Creativity and Innovation; Cultural Awareness and Global Literacy
- Early Outcomes: Following the Community Workshop, local partners led by EdVenture Children's Museum and Richland County Public Library have continued to meet to discuss community needs identified in the workshop. The Library and EdVenture have recently begun to partner with a local community organization, the Eau Claire Promise Zone, to provide parenting information, including early literacy activities, for families from the economically disadvantaged neighborhood. Collaboration opportunities between and among these and other organizations are also being fostered as a result of the 21st Century Skills Workshop.

NOVEMBER 4, 2010 – SAN FRANCISCO PUBLIC LIBRARY, SAN FRANCISCO, CA

- Planning Committee: Luis Herrera, San Francisco City Librarian; Luis Cancel, Director of Cultural Affairs, San Francisco Arts Commission
- Community Commentator: Sandra Hernandez, CEO, The San Francisco Foundation
- Attendance: 63
- Priority 21st Century Learning Needs in Community: Leverage Community Collaborations; Networks of Parents and Teachers (to Access Total Learning Opportunities); Civic Discourse; Cultural Literacy/Global Awareness/Transliteracy; Holistic Education
- Early Outcomes: Listserv set up by San Francisco Public Library to continue discussion about needs and synergies.

DECEMBER 8, 2010 – MIAMI-DADE PUBLIC LIBRARY, MIAMI, FL

- Planning Committee: Raymond Santiago, Director, Miami-Dade Public Library System; Cathy Leff, Director, The Wolfsonian, Florida International University
- Community commentator: Michael Spring, Director, Miami-Dade County Department of Cultural Affairs
- Attendance: 82
- Priority 21st Century Learning Needs in Community: Multiple Literacies; Partnerships and Synergy (traditional/nontraditional); Sustainability; Interdisciplinary thinking and creativity; Socialization; Capacity Building/Leadership
- Early Outcomes: Art museums are holding bimonthly meetings to better coordinate their 21st century skills activities. Florida International University is discussing steps to integrate university museums and libraries into 21st century learning skills – they will be meeting with faculty senate, College of education, and other faculty groups about using collections.

FEBRUARY 4, 2011 – DOMINICAN UNIVERSITY, RIVER FOREST, IL

- Planning Committee: John Berry, Executive Director, Network of Illinois Learning Resources in Community Colleges, Karen Danczak Lyons, First Deputy Commissioner, Chicago Public Library, Bruce Zimmerman, Assistant Dean, Graduate School of Library and Information Science, Dominican University, Sarah Ann Long, Coordinator, Continuing Professional Education Dominican University Graduate School of Library and Information Science
- Community Commentators: Donna Carroll, President, Dominican University, Karen Danczak Lyons, First Deputy Commissioner, Chicago Public Library, and Susan Roman, Dean, Graduate School of Library and Information Science
- Attendance: 60
- Priority 21st Century Learning Needs in Community: collaboration with community; global awareness; creativity and innovation; information literacy & technology skills.

- Early Outcomes: Potential seed projects identified by attendees included (1) taking a mobile computing lab to nearby hospitals; (2) creating basic literacy programs that would reach larger numbers of individuals; (3) working with ethnically diverse communities on co-developed global awareness programs that would go hand-in-hand with training in ICT skills; (4) training people to self-publish their own e-books; (5) using a Microsoft surface table to create a shared “story table” for library patrons; (6) creating basic assessment tools for small rural libraries; (7) undertake a community-wide mapping project around 21st century skills.

FEBRUARY 18, 2011 – NATIONAL HISPANIC CULTURAL CENTER, ALBUQUERQUE, NM

- Planning Committee: Tey Marianna Nunn, Director, Museum and Visual Arts Program, National Hispanic Cultural Center; Ben Wakashige, Administrative Director of Libraries and Educational Resources, Central New Mexico Community College; Patrick Lopez, Executive Director, Explora
- Community commentator: Owen Lopez, Executive Director, McCune Charitable Foundation
- Attendance: 63
- Priority 21st Century Learning Needs in Community: collaboration, basic literacy, equity and access, embedding education in community, social and cross-cultural understanding
- Early Outcomes: Ben Wakashige and Craig Newbill (NM Humanities Council) have pledged to continue the work and bring more stakeholders into the mix, such as other foundations, businesses, and education organizations.

MAY 4, 2011 – DETROIT ZOO, ROYAL OAK, MI

- Planning Committee: Maud Lyon and Amy DeWys-vanHecke, Cultural Alliance of Southeastern Michigan; Paul R. Good, Community and Government Relations Manager, Detroit Zoological Society; Jim Flury, Head of Technical Services, The Library Network
- Community commentator: David Egner, Executive Director, New Economy Initiative for Southeast Michigan
- Attendance: 71
- Priority 21st Century Learning Needs in Community: Development of leadership in, and responsibility for, 21st Century Skills; measuring results of 21st century learning; cross-cultural and global awareness; problem solving; and places for dialogue about creativity, communications, and collaboration.
- Early Outcomes: the Cultural Alliance of Southeastern Michigan (CASM) and the Library Network are collaborating on a literacy program to maintain skills and learning over the summer; CASM is partnering with Southeastern Michigan Council of Governments on a project to use theater to convey complex sustainability issues and to promote understanding of and creative ideas about resource use within communities; CASM regional teams are holding summits with their local formal education system to discuss barriers to and benefits of using the cultural community to achieve 21st century skills learning.