5-Week Webinar Series for Library Professionals from Infopeople

Makers in the Library: Developing and Sustaining a Community-Centered Makerspace

From the authors of the Makers in the Library Toolkit and The New Face of Library Makerspaces IMLS Grant makersinthelibrary.org
WEBINAR #3

Implementation: The Nitty Gritty of Planning & Preparing Creative Maker Experiences

APRIL 20, 2022,
12:00-1:30 PM PT
3:00-4:30 PM ET

makersinthelibrary.org
MAKERS IN THE LIBRARY: A TOOLKIT FOR BUILDING A COMMUNITY-DRIVEN MAKERSPACE

Are limited staff, space, and budget preventing your library from creating a makerspace? This toolkit provides a library-tested process for creating and sustaining a community-driven makerspace, no matter what your constraints.

Free toolkit download from makersinthelibrary.org

The New Face of Library Makerspaces builds on this 2 1/2 year California State Library project and seeks to develop additional content, and share these tools and processes nationally, in partnership with the nonprofit organization Nation of Makers.
Resources to create a makerspace with and for your community — on any budget.

makersinthelibrary.org
Download full toolkit pdf (185 pgs)

Download just one section at a time

makersinthelibrary.org/downloads
Our Toolkit Provides a Flexible, Non-Linear Process, Focused on the People You Serve
Meet Our Presenters

Lisa Regalla,
CEO
Regallium Consulting, LLC

Pamela Van Halsema,
Maker - Librarian, P. Van Halsema Consulting

Tammi Devine,
Library Specialist, Feldheym Central Library, San Bernardino, CA

Cara Kouse,
Innovation and Makerspace Manager, Greene County Public Library, Xenia, Ohio

Seiji Abe,
Workshop Coordinator, Providence Public Library, Providence, RI

makersinthelibrary.org
Let’s Chat

● Interact with us via polls, chat and Q&A, even though we are in a webinar format!
● Our panelists are here live during the session, so chat with us at any time during our session.
● Use the Q and A to ask questions anonymously for anyone on the panel and we will type our answers during the session.
Let's Chat

Multiple Choice Poll: How often does your library offer maker programming?

A. More than once a week
B. Once a week
C. Approximately once or twice a month
D. Now and then, but not more than once a month
E. Not yet, but ready to get started!
F. Other
Listened to the **community**

Connected with **maker ecosystem**

Defined focus to address **People** and **Purpose** with your program design

Outlined what programs, skills and tools **you already have** to leverage

Tested out ideas and have **results of prototypes**

Considered one or more **makerspace models**

https://www.makersinthelibrary.org/downloads
Key takeaways for today:

✓ People still centered during this phase
✓ Keeping track of your goals and tasks helps with team coordination and program sustainability
✓ Build in flexibility to your plan and mindset, since internal and external conditions can change (expect that they will change)
✓ Be creative and playful in developing your activities and design it so your participants can too
✓ Allow time for staff to become familiar with the tools and equipment
✓ Operational challenges can be often be tackled with help from networking with other library makerspace staff. Get connected!
Implementation Part 1

Planning

Goals
Action Plan
Budget
Activities
Environment
Patron Experience
Setting **SMART** Goals

- **S**pecific
- **M**easurable
- **A**ssignable
- **R**ealistic
- **T**imely

- **PARTNERSHIPS**
- **PROGRAMMING**
- **PHYSICAL SPACE**
Partnership Goals

Examples:

By June 1, identify and establish contacts with five new potential partner groups or individuals, including possible in-kind donors.

By October, connect with the local school district to identify programming opportunities with their existing makerspace program.
Programming Goals

Example:
By summer, identify and develop a team of maker facilitators from existing library staff across other branches to help lead programming.

Physical Space Goals

Example:
Over the next three months, work with administration to formulate a plan for the redesign of the current computer center.
What goals did you set for your library as you set out to develop your makerspace in San Bernardino?

Tammi Devine,
Library Assistant, The Creation Station,
Norman Feldheym Central Library, San Bernardino Public Library
Norman Feldheym Central Library
San Bernardino Public Library

- Where is San Bernardino?
  60 miles east of Downtown LA
- Urban community of 216,000
- Central branch with 3 smaller branches
- Jack L. Hill Lifelong Learning Center
- Creation Station
Partnership Goals: Better Internal Collaboration

Our challenge was to first learn to partner within our own library. Internally we have many silos and the literacy department was not integrated into the other library services.

SMART Goal:

Take time every month to visit and talk with the other departments. Learn about their interests and needs to find ways to solve their problems and increase awareness of what they have access to in the makerspace.
Partnering with Children’s:

Cartooning event

Zine Night

Cricut Print and Cut for Teens
Physical Space Goals: **Increase Visibility**

The challenge is the Creation Station is upstairs and out of view of many library visitors. Many do not know all we have to offer. We have recently gotten permission to bring some of our tools to display in action downstairs.

SMART Goal:

- By summer, develop ways to make the unique tools and programs available for patrons in the Creation Station more visible to library visitors on the first floor of the library.
Physical Space Goals: **Increase Visibility**

- Mobile shelving
- Cricut Maker station
- Laser cutter in Window
Physical Space Goals: Increase Visibility

Mobile units
Mobile 3D Printer and Cricut with printer
Virtual Reality station
Sewing, Embroidery, Sergers
Program Goals: **Documentation for Sustainability**

How to keep the programs ongoing and usable for staff and patrons in the future.

**SMART Goal:**

By the end of year create a physical book/photo manual and video manual for the 3D printers and the laser cutter. Have staff members use and give input on the manuals. Create a bi-lingual version for ESL programming.
Program Goals: **Sustainability Issues**

- Create company emails, and accounts that stay with the program.
- Invest in a work/program cell phone for 2FA (two factor authentication) and relevant App usage.
- Keep a shared cloud account with copies of program documents, waivers, sign-in, manuals, anything people need access to run the program during staffing transitions.
Tool: The Action Plan

The Action Plan helps you schedule and assign the tasks needed to reach your SMART goals.
## Tool: The Action Plan

- Goals you set to achieve
- Description of the tasks needed to achieve each goal
- Assign each task to a person
- Deadline for each task
- Is there an approval process?
- Status indicator if it’s completed (or notes on what might prevent its completion)

### Action Plan Example

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Assigned To</th>
<th>Approval Req'd</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>1/12/23</td>
<td>John</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>T2</td>
<td>1/11/23</td>
<td>Sarah</td>
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<tr>
<td>T3</td>
<td>1/10/23</td>
<td>Lisa</td>
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<td>No</td>
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<tr>
<td>T4</td>
<td>1/9/23</td>
<td>Michael</td>
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<td>T5</td>
<td>1/8/23</td>
<td>Bill</td>
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<td>No</td>
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<td>T6</td>
<td>1/7/23</td>
<td>Susan</td>
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<td>T7</td>
<td>1/6/23</td>
<td>David</td>
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<td>No</td>
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<tr>
<td>T8</td>
<td>1/5/23</td>
<td>Emma</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Tool: The Action Plan

Just do it.
Revisit every quarter.
Make it public.
Be flexible.

Your first action plan is one path to achieving your goals, but it’s not the only path. **Revisit and revise as you go.**
Let’s Chat

What tool does your library use for project management?
# Build a Start-Up Budget: The Budget Planner Tool

## Makers in the Library Toolkit: Budget Planner

<table>
<thead>
<tr>
<th>Start Up Funds</th>
<th>Date</th>
<th>Notes</th>
<th>Amount</th>
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<tr>
<td>Source 2</td>
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<td>Source 3</td>
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<thead>
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<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>Furniture, Storage and Safety</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Computing, Digital Fabrication and Media</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Tools and Reusable Supplies</td>
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<td>$</td>
<td></td>
</tr>
<tr>
<td>Consumable Supplies</td>
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<td>$</td>
<td></td>
</tr>
<tr>
<td>Marketing, Promo and Signage</td>
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<td>$</td>
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<tr>
<td>Other (specify)</td>
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<td>$</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$</strong></td>
<td><strong>$</strong></td>
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</tr>
</tbody>
</table>

TOTAL: $
Calculate Cost Estimations

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<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Cost / Item</th>
<th>Total Cost</th>
<th>Example</th>
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<tr>
<td>Cutting Tools</td>
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<td>Hand Tools</td>
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<tr>
<td>Cushions, Storage, Safety and Maintain</td>
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<tr>
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<tr>
<td>Chair</td>
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</tr>
</tbody>
</table>

Notes: Change the cost and replace the example link based on the actual product.
An Environment for Creative Work

Considerations when planning space or purchasing furnishings

Collaboration or solo work?
Individual activity or group workshop?
Sound proof or noise?
All access or limited access tools?
Air Quality? Ventilation? Dust particles?
Posture for work and movement?
Sightlines, orientation and lighting?
What is fixed and what is flexible?
Work space vs display space vs storage space?
Ambiance and feel?

Space is the “body language” of an organization.*

Intentional or not, the form, functionality, and finish of a space reflect the culture, behaviors, and priorities of the people within it. This suggests that a space designer is simultaneously a cultural translator and a builder. That said, space design has its own grammar that can be tweaked to bolster desirable habits.

From Make Space - how to set the stage for creative collaboration by Scott Dooley and Scott Winhoft, John Wiley, c.2012
Woodland Public Library’s Square One makerspace (left) and San Diego Public Library in La Jolla’s bio lab space (right)
Select Activities

- Code
- Robot
- Sewing
- Sound On

High ceilings, low floors and wide walls
“It’s not just about what we learn, but also how we learn it. It’s important for us as facilitators to recognize that there are different ways and approaches to learning, so that we can be more adaptable and flexible when it comes to planning and facilitating our programs.”
# MAKER ACTIVITY PLAN

**Project title**

**One-sentence description**

**Recommended age group** | **Time needed/duration**
---|---

**Activity goal(s) or learning outcome(s)**

**Key terms/vocabulary** | **Prior knowledge required**
---|---

## MAKER ACTIVITY PLAN CONTINUED

### Advance preparation and setup

### Activity instructions (or the original source and modifications)

### Facilitation notes (e.g., what to watch for, how to support creativity)

**Ideas to simplify** | **Ideas for a deeper challenge**
---|---

**Recommended at our library (i.e., books, videos, programs)**

**Evaluation plan**
**Tool: Maker Activity Plan**

**MAKER ACTIVITY PLAN EXAMPLE**

**Project title:** Personalized Etched Glassware

**One-sentence description:** Participants use their own choice of digitally designed stencils cut out on the crisis/Silhouette to transfer designs to their own glass items (e.g., glasses, wine, jar).

**Recommended age group:** Teen/Adult

**Notes:** Etching cream is for use only and should be handled by staff with gloves and eye protection.

**Activity goal(s) or learning outcome(s):**
- Participants will learn how to create a digital design on the crisis/Silhouette (unless done in advance).
- Participants will explore negative and positive space in a design.
- Participants will experience the creative design process.

**Key terms/vocabulary:**
- Etch
- Vacuum
- Negative Space/Positive Space

**Tools and materials:**
- Glassware (non-tempered drinking glasses, jars, vases, etc.)
- One per participant
- Glass cleaner
- Tupperware
- Blue tape or masking tape
- Spontex Vinyl
- Spontex transfer tape (optional)
- T-pins
- White paper
- Glass cleaner
- Etching cream
- Etching pen
- Water
- Etching pen
- Glass cleaner
- Etching cream
- Etching pen
- Water
- Etching cream
- Etching pen
- Water

**Other knowledge required:**
- If designing and etching with the crisis/Silhouette, general computer skills are needed and familiarity with the software and machine operation.

**Materials sources/suppliers:**
- Etching cream sources:
  - Armour etch purchase from Amazon, JoAnne, Dick Blick, w/Art.com
  - Spontex Vinyl:
    - Grands marchands Spontex Vinyl
    - Usually found at Wally's, JoAnne, etc.
  - Transfer tape:
    - Usually found at Wally's, JoAnne, etc.
- Glassware: Thrift stores, Discount home stores such as T.J. Maxx or Marshall's, Dollar Store

**Advance preparation and setup:**
- Cover tables with newspaper or a protective cloth.
- Set up table area for digital design or provide secured stencils for those who don't want to design their own.

**Activity instructions (or the original source and modifications):**

**Silhouette’s instruction:**
- Participants design to transfer designs to their own glass items (e.g., glasses, wine, jar).
- Participants are given a glass item to etch with the provided stencils.
- Participants are shown how to use the vinyl to create a design.
- Participants are shown how to use the transfer tape to transfer the design to the item.
- Participants are shown how to etch the design onto the glass item.
- Participants are shown how to remove the vinyl from the glass item.
- Participants are shown how to clean the glass item.

**Facilitation notes:**
- Participants should be given the stencils or a blank design to trace their own design.
- Participants should be shown how to use the etching cream and transfer tape to transfer the design to the glass item.
- Participants should be shown how to etch the design onto the glass item.
- Participants should be shown how to clean the glass item.

**Funding:**
- Participants will be given a glass item to etch with the provided stencils.
- Participants will be shown how to use the vinyl to create a design.
- Participants will be shown how to use the transfer tape to transfer the design to the item.
- Participants will be shown how to etch the design onto the glass item.
- Participants will be shown how to clean the glass item.

**Recommended at our library (e.g., books, videos, programs):**
- Books on art and glass etching
- Videos on glass etching

**Evaluation plan:**
- Use a survey to get feedback on future programs.
- Ask participants if they would like more training on the digital design part of the activity.
- Ask participants if they would like to do another etching activity.

**Makers in the Library:** A Toolkit for Building a Community Union Montréal | makersinthelibrary.org
Imagine the Maker Experience from Start to Finish
Implementation Part 2

Launch

Staffing
Training
Operations
Staffing the Makerspace

- Look within
- Ask for help
- Youth community service
- Internship programs
- Contract with local makers
Staffing the Makerspace

The Soft Skills

- Community builder
- Collaborator with people management skills
- Organized with project management skills
- Proactive, go-getter, independent thinker
- Comfortable with social media and online engagement
- Determined, doesn’t give up or get discouraged easily
- Experienced in teaching and/or classroom management skills
What good advice do you have to share today about launching a makerspace? How does PPL handle recruiting and training staff?

Seiji Abe,
Workshop Coordinator, Providence Public Library, Providence, RI
Providence Public Library: Workshop Maker Space

- Located in Downtown Providence, RI
- PPL Serves around 178,000 people
- Privately funded library serving the public
- Not part of the Providence Community Library System (PCL)
- Running Maker Programming in collaboration with PCL since 2017
- Workshop officially opened after major Renovation 6 months ago
The Workshop

- Officially Opened in November 2021
- First dedicated Library Makerspace in Providence
- Includes Collaborative Workshop/Maker Space, Classroom, Partner Offices & Sound Studio (Coming Soon)
- Currently developing new programming, policies & processes for first Dedicated Library Makerspace
- Workshop & Maker Programming based on strong partnerships (PVDYM)

Available Tools & Technology

- Laser Cutter
- Sublimation Printer
- Large Format Printer
- 3D Printers
- Embroidery Machine
- Sewing Machines
- Vinyl Cutter & Heat Press
- Button Maker
- Screen Printing
- Prototyping Cart
- Paper Circuits
- Basic Electronics
- Lego Mindstorms
- Makey Makey
- MicroBit
- Dash Robots
- Etc…
Good Partnerships

- Good Partnerships are essential to success
- Library Maker Programming started as collaboration between PPL, PCL, PVDYM & the City of Providence in 2017.
- Long term goal to build free Network of educational orgs, schools & resources available to community. Create Database/Asset Map.

Benefits of Partnerships:
- Funding
- Expertise/Experience
- Staffing(Interns/Volunteers)
- Distributed Learning/Training
- Advertising/Recruiting
- Curriculum Development

List of Organizational Partners
- PVDYM
- PASA
- Providence Promise
- The MET High School
- Local Public Schools
- AS220
- “Expert Makers”
- Local Businesses
- Office of Employment Opportunities
- Interns & Volunteers
Implementation

- **Staffing:** PVD-Young Makers Interns help run maker programming at 10 libraries in Providence

- **Training:** Interns are trained by the Full Time Staff Members, Librarians & Expert Makers

- **Look Within:** Offer classes that utilize native talent & resources already available

- **Don’t Duplicate:** Don’t overlap offerings already available by other orgs/programs

- **Collaborate/Contract:** Either collab with another org, or hire a local expert on the topic/skill

- **Distributed Learning & Training:** Utilize the train the trainer model to focus on developing internal staff & skills; then expand exponentially.

The opposite of “one size fits all”:

- Build a program based on your communities strengths, wants & needs
- Hire/Recruit based on the same(demographic, language, etc…)
- Use who is available & motivated
- Identify the assets you already have rather than waiting for what you think you need
Interns & Volunteers

PVDYM Interns & Community Volunteers essential to maker programming in Providence

Not only core of our program delivery staff

Intern Program is the proving ground for new activities & learning methodologies before delivery to the public

- Learning Pathways
- Digital Badging
- Distributed Learning
- New skills development
- Training
- *Documentation & Proof of Skills

Microcosm of what we hope to eventually be able to offer to the entire PPL Community

*Youth Interns = Long Term Sustainability!

PVDYM Internship at a Glance:

- 4 years so far
- 2 sessions per year
- 30 interns per cohort
- Serving 10 libraries
- Ages 14 - 24
- 2 week initial training
- All intern weekly meeting
- 4-8 hours per week
- Assigned 1 library each
- Plan & Deliver Programs
Train for Sustainability

● Plan for staff turnover or changing roles
● Develop self-guided resources (typed notes! pictures! videos! screencasts!)
● Offer opportunities to practice and develop skills as you work
● Invite all of your staff, administrators, interns, and volunteers to become at least generally familiar with the tools and materials available in the makerspace
“This will take too much time to learn.”

Emphasize the need to simply play around and just try out the tools and materials. They might surprise themselves by something they find really fun or interesting.
“I’ll never be able to learn enough to answer the questions patrons would have.”

Let them know that they don’t need to be the expert and can respond with “I’ll find out” or “I don’t know, but we can try and find out together.”
“This is not why I became a librarian.”

Find common ground on why they entered the library field in the first place. If it’s a love of lifelong learning, makerspaces are exactly the place for both staff and the community to learn, grow, and try something for the first time.
Build Up Training Opportunities

- Encourage free play
- Lend tools to take home
- Host a maker “petting zoo.”
- Create/curate a training video playlist.
- Develop user guides
- Offer skill builders sessions
Day to Day Operations

- Flow of Patron Experience/Staff Procedures
- Policies, Forms, Signage
  - Liability Waivers
  - Rules for Behavior
  - Age/access restrictions
Day to Day Operations

Safety
Protective Gear
First Aid
Keeping sharps restricted
Air Quality/Ventilation
Day to Day Operations

- Equipment Maintenance
- Consumables inventory, ordering and restocking
- Registration and tracking daily usage
- Support the making that happens
- Program facilitation
Can you share some of the operations processes that you have developed for your makerspace that help your program run smoothly?

Cara Kause, Innovation and Makerspace Manager, Greene County Public Library, Xenia, Ohio
Greene County, Ohio
Population of about 170,000 people in 416 square miles
Rural to Suburban
Wright Patterson Air Force Base
Greene County Public Library is a county system with seven locations and approximately 225 employees
Maker kits for circulation and for our staff to use in programming
Our website includes information about each machine including instructional videos, file types, materials needed, etc.

https://greenelibrary.info/sparkplace/
## Spaces in Location - Spark Place

### Utilization
- Booking Grid & Availability
- Confirmed Bookings
- Booking Explorer
- Contact Tracer
- Occupancy Data
- Widgets

Category booking limits (opening hours, maximum duration, frequency limits, etc.) do not apply to bookings created on this page. If a Space is designated as a container space (meaning it contains bookable Seats), it will not display on the public booking page. More info...

### Zone
- All Zones

### Category
- MakerSpace 1

### Accessibility
- Accessible

### Power
- Powered

### Go

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**Monday, December 20, 2021 – Wednesday, December 22, 2021**

| Space                  | 7:00am | 8:00am | 9:00am | 10:00am | 11:00am | 12:00pm | 1:00pm | 2:00pm | 3:00pm | 4:00pm | 5:00pm | 6:00pm | 7:00pm | 8:00pm | 9:00pm | 10:00pm | 11:00pm | 12:00pm | 1:00pm | 2:00pm | 3:00pm | 4:00pm | 5:00pm | 6:00pm | 7:00pm | 8:00pm |
|------------------------|--------|--------|--------|---------|---------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|        |
| Laser, Large           |        |        |        |         |         |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Laser, Small           |        |        |        |         |         |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Mill                   |        |        |        |         |         |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Photography/Videography|        |        |        |         |         |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Router                 |        |        |        |         |         |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Soldering              |        |        |        |         |         |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Sound Recording Studio |        |        |        |         |         |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Sublimation/Silhouette |        |        |        |         |         |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Vacuum Former          |        |        |        |         |         |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

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**Monday, December 20, 2021**

- Available
- Confirmed
- Mediated Approved
- Mediated Tentative
- Unavailable

**Wednesday, December 22, 2021**

- User Shoved Up
- Mediated Approved (Payment Pending)
- Pending
- Busy in Outlook/Exchange
- Busy in Google

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Report a tech support issue / Public Site

**English**
SenSource People Counter
Basecamp
Project Management
And Maintenance Tracking
Waiver forms on iPads
Waiver retention and reports

Use to record cash and credit payments, to accept credit payments, and to run financial reports
2022
Five Years of Making

April 2017
We opened our doors to the community for the first time.

87,189
Visits to Our Makerspace

Individual Users
8440

Projects
Countless

Classes and Programs
310
4450 Attendees

1166
People visited as part of 106 group visits

9174
Community members visited us at 37 different community events
What’s Next?

April 27: Reflect & Refine: Using Evaluation to Strengthen Programs

May 4: Amplify & Grow: Marketing, Fundraising and Professional Growth
Professional Network of Support

Join our Makers in the Library Facebook Group

Contact Us!

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Help us spread the word about our COVID-Innovations Survey

makersinthelibrary.org/COVIDsurvey
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