

# Case 4: Who gets a say when a shared room changes?

## Overview

Students read a short story about the Common Room, where a nonprofit board is considering paid evening rentals. The rentals would help close a \$200 weekly budget gap. Students read the board agenda, a budget note and listening notes from evening users, then map who might miss the meeting. They write a note or a spoken comment with a budget question and an access question.

## Before this case

Students should already be able to:

- read a simple budget and state figures as projections
- plan a meeting or a survey around people’s schedules
- write a formal comment to a board

## Objectives

Students will be able to:

- design a way for the board to hear from people a meeting time leaves out
- use the \$600, \$400 and \$120 figures accurately
- include the nearby resident’s concern as well as evening users’ needs
- make one request the board can act on

## Materials

- This chapter, one copy per participant

## Materials, continued

- Evidence A, B and C
- The options matrix and the people map
- The written-comment header: name, agenda item, position, request

## The task in this edition

**Task:** Write a proposal to the nonprofit board for hearing from evening users before it chooses among Options A, B and C. Add a written comment that recommends one option.

**Students make:** Proposal, 300—400 words, plus a written comment of 150—200 words

## Pacing

**Opener (page 66):** 5 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

**Key terms (pages 67 and 68):** 5 min. Short on time: skip. Define proposal and decision-maker aloud.

**Look at the evidence (page 72):** 10 min. Short on time: 9 min. Participants fill in only the “What it shows” boxes.

**Look at the evidence (page 73):** 5 min. Short on time: 4 min. Read the listening notes aloud. Participants fill in only the first box.

**Key idea (pages 74 and 75):** 10 min. Short on time: 8 min. Skip the In the news section.

## Pacing, continued

**Sort the evidence (page 76):** 8 min. Short on time: skip.

**Practice (page 77):** 6 min. Short on time: skip.

**Your task (pages 78 and 79):** 12 min. Short on time: 10 min. Fill in the first planner box together.

**Your draft (pages 80 and 81):** 30 min. Short on time: 30 min.

**Check your work (pages 82 and 83):** 8 min. Short on time: 4 min. Participants answer the four questions only.

**Questions to discuss (pages 84 and 85):** 10 min. Short on time: 6 min. Discuss question 3 only.

**Talk about this case at home (page 86):** at home.

**Periods:** full chapter 109 minutes; one period 75 minutes.

## Standards

**Civic Engagement VALUE Rubric** AAC&U’s rubric for taking part in community life, including civic communication and working within community structures toward a civic aim. In this case: Students plan how people whose shifts overlap the meeting can still be heard by the board (Civic Contexts/Structures).

# Case 4 plan, continued

## Standards, continued

**Quantitative Literacy VALUE Rubric** AAC&U’s rubric for calculating, interpreting and explaining numbers in everyday situations. In this case: Students calculate the \$200 weekly gap and explain why the \$120 per rental is a projection (Calculation; Assumptions).

**Written Communication VALUE Rubric** AAC&U’s rubric for writing that fits its context and purpose, develops its content and uses sources and evidence. In this case: Students write a proposal and a comment for a board audience, each with a clear request (Context of and Purpose for Writing).

**Research as Inquiry** Research is a cycle of asking questions whose answers raise new questions. In this case: Students turn gaps in the listening notes into questions that the input process must answer.

## Codes of ethics

- **ASPA Code of Ethics:** 5. Fully Inform and Advise.
- **ASPA Code of Ethics:** 3. Promote democratic participation.
- **ALA Code of Ethics:** Principle 1 (of 9)

## Heat map

- **Opener (page 66):** Low
- **Key terms (pages 67 and 68):** Low

## Heat map, continued

- **Look at the evidence (page 72):** Low
- **Look at the evidence (page 73):** Low
- **Key idea (pages 74 and 75):** Low
- **Sort the evidence (page 76):** Medium
- **Practice (page 77):** Low
- **Check your work (pages 82 and 83):** Low

## Try it at your school

**Find the room where your community’s decisions happen.**

- With a trusted adult, look up an upcoming library board, school committee or rec-center meeting agenda
- Identify which body decides and whether the item is for discussion or a vote
- Write one question about who uses the space and when
- Check whether written comments are accepted if you can’t attend

**Who to ask:** Library staff, a rec-center manager, the school board clerk or a student council advisor

**Safety:** Go to public meetings with a trusted adult. Check whether comments and names become part of the public record before submitting.

## Sources

- New York City Council, “NYC Council, Library Leaders, and New Yorkers Celebrate Library Budget Restorations to Restore Full Service, as Branches Reopen and Reinstate Services on Sunday for First Time in Months,” July 14, 2024
- NYC Mayor’s Office, “Mayor Adams Celebrates \$58.3 Million Investment in City’s Three Library Systems,” July 1, 2024
- NY1, “Public libraries over the next two weeks to begin closing on Sundays,” November 17, 2023
- PIX11 News, “Last Sunday service held at Brooklyn Public Library,” December 17, 2023
- Carol Bacchi, “What’s the problem represented to be?,” No date listed
- NYC.gov, Brooklyn Community Board 13, “About community boards,” No date listed
- Design Council, “The Double Diamond,” No date listed

## Case 4: Who gets a say when a shared room changes?

The Common Room's board is weighing paid rentals on two free evenings, so the crew prepares a comment before the meeting.

**On your own** Read What happened. Underline who decides and what the board is considering. About 5 minutes.

**Your role:** You're the one who checks the budget figures before the crew speaks to the board. **New skill:** Weigh the trade-offs of each option.



Mari shows Sami a printed schedule.

### What happened

It is the Friday after the crew's first screening, and the board meeting is coming up. A small neighborhood nonprofit runs the Common Room alongside the bookshop. The nonprofit's board is considering paid rentals on two evenings a week to help cover staffing. No vote has happened yet.

Mari, 19, works the bookshop counter and closes the shop. She knows that "just keep it free" does not pay the evening staff. Sami runs a print workshop in the room after her afternoon shift. It is one of the few step-free rooms nearby.

Caio, 24, runs the crew's Tuesday film night. Tuesday is one of the evenings Option B would rent out. Mateo already has a headline for a petition. The crew agrees the room matters, but they do not agree on the best schedule.

**Your question:** Which option should the crew support, and what should they ask the board?

### ⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud. Skip the opening question.

### 💬 Say this

"A room you use might lose two free evenings. What would you want to know before you speak up?" — Take three answers and write them as questions.

### 👁 Watch for

**Misconception:** Students assume the change is already decided. **Listen for:** "They're taking our nights away." **Then:** Point to the story: no vote has happened. Write "proposal" on the board.

### 📋 Support

- Read What happened aloud while students follow along.
- Draw the Common Room's week on the board and mark Tuesday and Thursday.

### 🔥 Heat check

■□□ Low.

## Key terms

**On your own** Read each key term and its example. Then write your first guess in the box. About 5 minutes.

**Proposal** A proposal is a change that someone suggests and that has not been approved yet.

En español: propuesta

**In this case:** Option B is a proposal on the board's agenda. No vote has been taken, so it is not a decision yet.

**Trade-off** A trade-off is a choice where getting one benefit means accepting a cost or giving something up.

En español: compensación entre opciones

**In this case:** Paid rentals help close the \$200 weekly gap but take away free evenings Sami and Dec use.

**Decision-maker** A decision-maker is the person or group with the power to make a particular choice.

En español: quien toma la decisión

**In this case:** The nonprofit board decides, not a city community board and not the crew.

## Who is involved



**Mari**

Closes the bookshop, then stays for zine night

"I'm the one they pay to lock up, and I'm also one of the people using this room after. I can't pretend either half away."



**Sami**

Runs a print workshop in the room

"We keep deciding what the evening people need. Has anyone asked them yet?"

## Case 4 | Key terms | College educator edition

### ⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page. Skip this page. Define proposal and decision-maker aloud.

### 💬 Say this

"Write your first guess now. You will come back to it at the end." — Keep first guesses private unless a student wants to share.

### 👁 Watch for

**Misconception:** Students think a proposal is a decision.

**Listen for:** "The board decided to rent it out." **Then:** Reread the definition. A proposal has not been approved yet.

### 📖 Support

- Pair students who share a language to explain each term.
- Frame: "A trade-off here is \_\_\_\_\_. The cost is \_\_\_\_\_."
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

### 🔥 Heat check

■□□ Low.

### 🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Before you look at the evidence, what do you think the crew should ask the board for?

➤ My first guess is a compromise, because the room needs money and the evening users need their nights.

## This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Reading passage

### Budgets, access and the politics of a shared room

**On your own** Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

#### Words to know

- **Proposal:** A proposal is a change that someone suggests and that has not been approved yet.
- **Trade-off:** A trade-off is a choice where getting one benefit means accepting a cost or giving something up.
- **Decision-maker:** A decision-maker is the person or group with the power to make a particular choice.
- **Framing:** Framing is choosing which parts of a situation a message brings forward.

#### The story: A small board with a real deficit

The Common Room is a shared space run by a small neighborhood nonprofit alongside a Fort Greene bookshop. Its board is considering paid rentals on two evenings a week to help cover staffing, and it will discuss the idea at a Wednesday 6:30 p.m. meeting. No vote has been taken. The crew, who hold screenings, workshops and film nights there, agree that the room matters. They disagree about the best schedule.

Their positions follow their circumstances. Mateo arrives with a petition headline and, by his own account, no budget. Mari, 19, is paid to close the bookshop and also uses the room afterward, so she sees a cost that nobody has recorded. Rental nights would turn her zine evenings into shifts spent staffing a stranger's event. Sami, who works afternoons and runs a print workshop in one of the few step-free rooms nearby, objects to the process. The crew is deciding what evening users need without consulting them. She also rejects the easy substitute of moving her workshop online, which would require devices, quiet space and supplies that not everyone has. Caio, 24, runs the Tuesday film night that Option B would end.

**Stop and think.** Sami wants to know what her input can change. How does that question test whether a consultation is real?

#### The documents and the frame

The agenda offers three **proposals**. A proposal is a change that someone suggests and that has not been approved yet. Option A keeps the free evenings and accepts a continuing funding gap.

## ⌚ Pacing

Reading: about 5 min (719 words). Short on time: read it aloud together, pausing at each Stop and think.

## ❓ Stop and think

1. **After “The story: A small board with a real deficit”:**  
Sami wants to know what her input can change. How does that question test whether a consultation is real?
2. **After “The documents and the frame”:** Propose a different representation of the problem. Which option would it favor, and why?
3. **After “Participation, authority and professional duty”:**  
What would a budget note that met the ASPA standard say about the \$120 projection?

**The documents and the frame, continued**

Option B replaces Tuesday and Thursday evenings with paid rentals. Option C pilots one rental evening for six weeks while the board seeks other funding. The weekly budget note shows \$600 in evening staffing and utilities against \$400 in grants and donations. Each rental is projected to net \$120, so two would close the \$200 gap and one would leave \$80. The note flags demand as uncertain and does not say whether the \$120 figure rests on any past bookings.

A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Carol Bacchi's policy-analysis approach asks what a proposed solution assumes the problem is (Carol Bacchi, November 1, 2017). Option B represents the problem as a revenue shortfall, which makes free evenings the natural place to find money. The Case 1 concept of **framing**, choosing which parts of a situation a message brings forward, describes the same move. A different representation, such as unequal access to the few step-free rooms nearby, would make different options look reasonable. Bacchi's method is symmetrical. It applies equally to the petition, which represents the problem as a threat to free space and treats staffing costs as someone else's concern.

The listening notes supply the evidence a representation can hide. Sami works afternoons. Dec rehearses on Thursdays. Mari closes the shop. A nearby resident worries about late noise. The meeting time overlaps several shifts, so the people with the most at stake are the least able to attend.

**?** **Stop and think.** Propose a different representation of the problem. Which option would it favor, and why?

**Participation, authority and professional duty**

A **decision-maker** is the person or group with the power to make a particular choice. The board decides its own schedule. Public bodies distribute authority differently. New York's community boards advise rather than decide (NYC.gov, Brooklyn Community Board 13, no date listed). The city's library cuts illustrate the chain. Budget reductions ended Sunday service at every branch that still had it, with Brooklyn's last Sunday on December 17, 2023 (NY1, November 17, 2023). A \$58.3 million restoration brought Sundays back from July 14, 2024 (NYC Mayor's Office, July 1, 2024), and Council members credited residents who called and wrote (New York City Council, July 14, 2024).

Some institutions share the decision itself. Researchers at Tufts' CIRCLE found that participatory budgeting in Illinois high schools helped students weigh competing needs (CIRCLE, August 9, 2024). A peer-reviewed study examined how young people take part when communities share decisions about public resources (Farahmandpour and Zrudlo, Education, Citizenship and Social Justice, December 4, 2023).

For administrators, the ASPA code asks them to provide "accurate, honest, comprehensive, and timely information and advice" to governing boards (ASPA Code of Ethics, 2013).

This page continues page 69. The notes for both pages are on the sheet for page 69.

**Participation, authority and professional duty, continued**

A budget note that projects revenue without stating its basis falls short of that standard. The crew answers in kind: one joint question that leaves room for disagreement, checked figures and an accessible way to send written feedback. Your role is to check the figures before the crew speaks, and to ask the board how certain the \$120 projection is.

**? Stop and think.** What would a budget note that met the ASPA standard say about the \$120 projection?

**Sources**

**Real source** | Carol Bacchi | November 1, 2017

**What's the problem represented to be?**

**Real source** | NYC.gov, Brooklyn Community Board 13 | No date listed

**About community boards**

**Real source** | NY1 | November 17, 2023

**Public libraries over the next two weeks to begin closing on Sundays**

**Real source** | NYC Mayor's Office | July 1, 2024

**Mayor Adams Celebrates \$58.3 Million Investment in City's Three Library Systems**

**Real source** | New York City Council | July 14, 2024

**NYC Council, Library Leaders, and New Yorkers Celebrate Library Budget Restorations to Restore Full Service, as Branches Reopen and Reinstate Services on Sunday for First Time in Months**

**Real source** | CIRCLE (Tufts University) | August 9, 2024

**Participatory Budgeting in Schools Helps Build Student Voice and Civic Skills**

**Real source** | Education, Citizenship and Social Justice (Farahmandpour & Zrudlo) | December 4, 2023

**Investigating young people's involvement in participatory budgeting**

**Real source** | American Society for Public Administration (ASPA) | 2013

**ASPA Code of Ethics**

This page continues page 69. The notes for both pages are on the sheet for page 69.

## Look at the evidence

**On your own** Read each document. For each one, write what it shows and what it leaves out. About 10 minutes.

### Evidence A | Board agenda, Wednesday 6:30 p.m. meeting

#### The proposal

Evening rentals, for discussion. Option A: keep the current free evenings; the funding gap remains. Option B: replace Tuesday and Thursday evenings with paid rentals. Option C: pilot one rental evening for six weeks while seeking additional funding. No vote has been taken.

**Look closely:** Is this a vote or a discussion? Which words tell you?

#### What it shows

➤ Three options at the discussion stage, with no decision recorded.

#### What it leaves out

➤ Evidence of who uses each evening, and the pilot's review plan.

### Evidence B | Weekly budget note for the board

#### The budget note

Evening staffing and utilities: \$600. Current grants and donations: \$400. Each paid rental is projected to add \$120 after its extra costs. Two bookings would add \$240; one would add \$120. Demand is uncertain.

**Look closely:** Which number is a guess, and what could change it?

#### What it shows

➤ Fixed costs and income, plus a conditional revenue projection.

#### What it leaves out

➤ The data behind the \$120 estimate, and any other funding.

## Case 4 | Look at the evidence | College educator edition

### ⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 9 min. Participants fill in only the “What it shows” boxes.

### 💬 Say this

“Put your finger on the word “projected” in the budget note. What does it tell you about the \$120?” — Wait for “it’s a guess.”

### 👁 Watch for

**Misconception:** Students treat \$120 per rental as guaranteed. **Listen for:** “Two rentals means \$240, done.” **Then:** Point to “Demand is uncertain.” Ask what happens with one booking, or none.

### 📎 Support

- Provide a calculator and work  $\$600 - \$400 = \$200$  together.
- Read one option at a time aloud.
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

### 🔗 Stretch

- Ask students to work out the gap with zero, one and two rentals, and say which result is a guess.

### 🔥 Heat check

■□□ Low.

## Look at the evidence, continued

**Evidence C** | Listening notes from evening users

### The missing voices

Sami works afternoons. Dec rehearses on Thursdays. Mari closes the shop. A nearby resident worries about late noise. The proposed meeting time overlaps with several shifts.

**Look closely:** Whose voice is missing from these four notes?

What it shows

➤ A small, uneven sample of evening users and one neighbor.

What it leaves out

➤ How the notes were collected, and who was never asked.

What is still missing from the evidence?

➤ Who uses the room on other evenings, whether the \$120 projection rests on any past bookings, what the board will do if the pilot underperforms, and the views of evening users who were not in the listening notes.

Notes

### ⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read the listening notes aloud. Participants fill in only the first box.

### 💬 Say this

“Put your finger on the word “projected” in the budget note. What does it tell you about the \$120?” — Wait for “it’s a guess.”

### 👁 Watch for

**Misconception:** Students treat \$120 per rental as guaranteed. **Listen for:** “Two rentals means \$240, done.” **Then:** Point to “Demand is uncertain.” Ask what happens with one booking, or none.

### 📎 Support

- Provide a calculator and work  $\$600 - \$400 = \$200$  together.
- Read one option at a time aloud.
- **Cognates:** option (opción), projection (proyección), community (comunidad), access (acceso), authority (autoridad), equity (equidad), pilot (piloto), decision (decisión).

### ➦ Stretch

- Ask students to work out the gap with zero, one and two rentals, and say which result is a guess.

### 🔥 Heat check

■□□ Low.

## Key idea: trade-offs

**On your own** Read the key idea and the code of ethics. Then answer the question in the box. About 10 minutes.

The board is weighing a **proposal** about the free evenings. A proposal is a change that someone suggests and that has not been approved yet. Option B would help close the \$200 weekly gap, but it would end the free Tuesday and Thursday evenings. A **trade-off** is a choice where getting one benefit means accepting a cost or giving something up. Every option on the agenda has one, including the one you prefer.

Carol Bacchi's policy-analysis approach asks what a proposed solution assumes the problem is. Option B treats the \$200 gap as the problem and two free evenings as the price. That leaves two questions open: who loses those evenings, and what happens if bookings come in lower than projected? Ask the same questions about your own favorite option.

A **decision-maker** is the person or group with the power to make a particular choice. Here, the nonprofit's board controls its own schedule. A community board or a city agency would follow other rules. A strong comment names the proposal, explains one effect with evidence and asks for a decision the board can make. The board can still choose an option the crew did not ask for.

### Professional standards

**Real source** | American Society for Public Administration (ASPA)

#### ASPA Code of Ethics: 5. Fully Inform and Advise

"Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members"

**In plain words:** ASPA members agree to give decision-makers, such as board members, accurate and complete information.

**Question:** The budget note projects \$120 more per rental. What should it also tell the board about how certain that is?

### Your answer

The note should also state \_\_\_\_, so that \_\_\_\_.

➡ The note should also state the basis for the \$120 estimate. It should show what happens if bookings fall short, so the board weighs a projection, not a promise.

## Case 4 | Key idea | College educator edition

### ⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip the In the news section.

### 💬 Say this

"A trade-off means gaining one benefit costs something else. What does each option cost, and who pays?" — Build a three-column chart: A, B, C.

"The ASPA code asks for accurate, complete information for decision-makers. What is missing from the budget note?" — Wait for the basis of the \$120.

### 👁 Watch for

**Misconception:** Students treat the ASPA code as a law.

**Listen for:** "The board has to follow ASPA." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. The ASPA code is not a law."

### 📖 Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

### 🔗 Stretch

- Read the second ASPA card. Ask how the board could hear from evening users who cannot attend.

### 🔥 Heat check

■□□ Low.



**Real source** | Education Week | February 6, 2023  
**Letting Students Decide Where Money Should Go: How One District Did It**  
 A real district let students propose and vote on how shared school spaces and money would change.



A real district let students propose and vote on how shared school spaces and money would change.



A city pilot that changes a shared space for a trial run, so neighbors can test trade-offs before anything is permanent.

## This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 74. The notes for both pages are on the sheet for page 74.

## Sort the evidence

**On your own** Follow each option to its consequences. Mark the consequences that depend on a projection. About 8 minutes.

Follow each option to its consequences. Which consequences depend on a projection, and who carries the cost if it misses?

### Option B: paid rentals replace Tuesday and Thursday evenings

A projected \$240 would cover the \$200 gap if both evenings book

**Who is affected**

**Check:** What happens if bookings fall short of the projection?

Dec loses Thursday rehearsals and Mari's late evenings stop being usable

**Who is affected**

➤ Evening users, including people who cannot attend the meeting

### Option C: one rental evening piloted for six weeks

A projected \$80 gap remains while the board seeks funding and reviews the pilot

**Who is affected**

**Check:** What happens if bookings fall short of the projection?

## Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is \_\_\_\_\_. I would ask \_\_\_\_\_.

➤ Possible renters. I would ask whether anyone has asked to book the room, since the \$120 projection depends on demand.

## ⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

## 💬 Say this

“Follow Option B to the end of its chain. Which consequence depends on a guess?” — Model the Option B row together.

## 👁 Watch for

**Misconception:** Students list only money consequences. **Listen for:** “B makes \$240.” **Then:** Ask who is affected at the end of the chain. Point to Dec on Thursdays.

## 📄 Support

- Let students write \$ (money) or P (people) next to each consequence before writing sentences.

## 🔥 Heat check

■ ■ □ **Medium.** The missing-perspective question can lead to talk about access needs or money at home.

**Cool-down:** Keep it about the people in the case. No student needs to describe their own schedule or budget.

## Practice: choose a response

**On your own** Choose what the crew should ask for first and explain why. Then fix the two marked lines. About 6 minutes.

What should the crew ask the board for first?

- ☐ A Post that the board is taking away the free nights.
- ☒ B Ask for the budget assumptions, who uses each evening and a way to comment without attending.
- ☐ C Support whichever option brings in the most money.

Why I chose it

➤ B. It requests the budget basis and a way to hear people who cannot attend. The board can act on both.

## Improve a draft

A student's first draft

① The board should not take away our free nights. The Common Room is important to the community and a lot of people use it. I have been coming here for movie nights since it opened and it's one of the only places we can all hang out without paying. Renting it out just shows ② the board cares more about money than people. Sami and Dec would lose their spot and that is not fair. Please keep it free for everyone. Thank you for listening.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ The board is weighing Option B, which would rent two free evenings.

Rewrite phrase 2

➤ The budget note shows a \$200 weekly gap the board has to address.

## ⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

## 💬 Say this

"The meeting is Wednesday. What should the crew ask for first?" — Vote first.

## 👁 Watch for

**Misconception:** Students choose A because it feels urgent. **Listen for:** "We have to warn everyone." **Then:** Ask whether the board has voted. It has not, so A misstates the facts.

## 🔥 Heat check

■□□ Low.

## ➤ Answer key

**A revised version:** I use the Common Room on weeknights, and I'm commenting on the rental options. Option B would replace both Tuesday and Thursday free evenings. Sami meets clients after her print-shop shift, and Dec rehearses Thursdays, so losing both nights hits people with the least flexible schedules. I understand the \$200 weekly gap is real. Option C's one-night pilot could cut it to about \$80 if bookings hold. I'm asking the board to choose the pilot, collect written input from evening users who can't attend, and review the results with them after six weeks.

## Other notes on the draft:

- "Sami and Dec would lose their spot" Good affected perspectives. Say which evenings and why they matter.
- "Please keep it free for everyone" Clear position, but the board needs a plan for the gap. What could it do?

## College

## Your task

**On your own** Read the steps. Fill in the planner boxes before you start your draft. About 12 minutes.

Write a proposal to the nonprofit board for hearing from evening users before it chooses among Options A, B and C. Add a written comment that recommends one option.

**Use:** Case documents: the board agenda, the weekly budget note, the listening notes and Mari's and Sami's statements. Real sources: the Bacchi summary, ASPA's principle on promoting democratic participation and the first principle of the ALA code.

**You'll make:** Proposal, 300—400 words, plus a written comment of 150—200 words

**Time:** 75 minutes

- 1 Reread Evidence A, B and C. Note who the meeting time leaves out.
- 2 Plan two ways the board can hear from evening users before it decides.
- 3 Add a way to hear the nearby resident's concern about noise.
- 4 Say how the board will report back what it heard.
- 5 Draft the proposal, 300 to 400 words, on the Your draft page.
- 6 Write a comment of 150 to 200 words that recommends one option.



Prefer typing? Scan to open the online workspace.

Who the meeting time leaves out

☛ People whose shifts overlap with the Wednesday 6:30 p.m. meeting.

Input method 1

☛ Written comments for two weeks.

Input method 2

☛ A short session on a free evening.

## Case 4 | Your task | College educator edition

## ⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. Fill in the first planner box together.

## 💬 Say this

“The meeting is Wednesday at 6:30. Who in the listening notes can't be there, and how else could they be heard?”  
— List answers, then sort them by cost and effort.

## 👁 Watch for

**Misconception:** The plan hears only people who agree with the crew. **Listen for:** “We'll invite the evening regulars.”  
**Then:** Ask who else is affected. Point to the resident who worries about noise.

## 📄 Support

- Options matrix: cost, access and uncertainty for A, B and C
- People map from the workshop
- Written-comment header: name, agenda item, position, request
- Frame: “Before it votes, the board can hear from \_\_\_ by \_\_\_.”

## 🔗 Stretch

- Plan input from evening users and from the nearby resident who worries about late noise. Say how the board would report back what it heard.

## Your task, continued

## How the board reports back

• A one-page summary of the input, posted at the counter before the vote.

## Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled sheet of paper.

This page continues page 78.

## Standards

**AAC&U VALUE rubric:** Civic Engagement VALUE Rubric; Quantitative Literacy VALUE Rubric; Written Communication VALUE Rubric.

**ACRL Framework: Research as Inquiry.**

The Case plan sheet gives each code in plain words.

## Answer key

### A strong response:

- Names the nonprofit board as the decision-maker and says no vote has been taken
- Uses the \$600, \$400 and \$120 figures accurately and calls the \$120 a projection
- Schedules input at times that fit the shifts in the listening notes
- Includes the nearby resident's concern as well as the evening users' needs
- Makes one request the board can act on at its meeting

## Your draft

**On your own** Write your draft in the boxes. Use your planner from the page before. About 30 minutes.

Your proposal, 300 to 400 words

**Proposal:** hear from evening users before the board decides on evening rentals. The board's agenda lists three options, and no vote has been taken. The proposed meeting time overlaps with several shifts, so the people most affected may not be in the room. We propose two ways to hear them. First, accept written comments for two weeks, on paper at the bookshop counter and online. Second, hold one short listening session on a free evening, when evening users are already in the room. Invite the nearby resident who worries about late noise, so that concern is heard alongside the users' needs. The board should share the figures it is working from. Evening staffing and utilities cost \$600 a week, and grants and donations cover \$400. Each rental is projected to add \$120, but demand is uncertain. Finally, the board should post a one-page summary of what it heard before it votes. This plan asks for one decision the board can make at its next meeting: approve the two-week comment period.

## Case 4 | Your draft | College educator edition

### Pacing

Full chapter: 30 min.

 Short on time: 30 min.

### Say this

“Your comment makes one request. Could the board say yes to it at its next meeting?” — Partners mark the request in each other's comment.

### Watch for

**Misconception:** The comment treats the pilot's \$80 gap as settled. **Listen for:** “The pilot leaves exactly \$80.”

**Then:** Add “projected” and “if bookings hold.” Demand is uncertain.

### Answer key

#### What to notice in the sample:

1. Names who the meeting time leaves out.
2. Includes the resident's concern, as the success criteria require.
3. States the figure as a projection.
4. Makes one request the board can act on at its meeting.

**Your written comment, 150 to 200 words**

☛ Agenda item: evening rentals. Position: I support Option C, the six-week pilot. Option B would replace both the Tuesday and Thursday free evenings, and Dec rehearses on Thursdays. The pilot would keep one free evening. If its rental books, it would leave a projected gap of about \$80. I ask the board to say how it will seek the rest. Request: please approve a two-week written comment period before the vote.

## Notes

This page continues page 80. The notes for both pages are on the sheet for page 80.

## Check your work

**On your own** Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 8 minutes.

Does your proposal name the board as the decision-maker and say no vote has been taken? ☒ Yes ☐ No

Do you use the figures accurately and call the \$120 a projection? ☒ Yes ☐ No

Does your plan reach people whose shifts overlap with the meeting? ☒ Yes ☐ No

Do you make one request the board can act on? ☒ Yes ☐ No

### How your work is scored

Mark one box in each row.

| Skill                         | Beginning                                                    | Developing                                                                  | Proficient                                                                        | Advanced                                                                           |
|-------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Evidence</b>               | <input type="checkbox"/> No figures or perspectives.         | <input type="checkbox"/> Mentions money or people vaguely.                  | <input type="checkbox"/> Uses one figure and one affected perspective accurately. | <input type="checkbox"/> Uses figures conditionally and names an uncertainty.      |
| <b>Reasoning</b>              | <input type="checkbox"/> Assigns bad motives to the board.   | <input type="checkbox"/> States a preference without addressing the gap.    | <input type="checkbox"/> Recommends an option and addresses the gap.              | <input type="checkbox"/> Weighs trade-offs across options and explains the choice. |
| <b>Audience &amp; purpose</b> | <input type="checkbox"/> Speaks to the wrong decision-maker. | <input type="checkbox"/> Addresses the board but asks for nothing specific. | <input type="checkbox"/> Makes a request the board can act on.                    | <input type="checkbox"/> Requests a process that includes people who can't attend. |
| <b>Revision</b>               | <input type="checkbox"/> No change.                          | <input type="checkbox"/> Tone edits only.                                   | <input type="checkbox"/> Replaces a motive claim with evidence.                   | <input type="checkbox"/> Adds a figure, a perspective and a follow-up request.     |

## Pacing

Full chapter: 8 min.

 Short on time: 4 min. Participants answer the four questions only.

## Say this

“Could a board member act on your request tomorrow? Mark your level, then make one change.” — Ask for one figure stated as a projection.

## Watch for

**Misconception:** Students state the \$120 as certain. **Listen for:** “The pilot will bring in \$120.” **Then:** Point to the Evidence row. Add “is projected to.”

## Heat check

 Low.

## Answer key

**How to assess:** Score with the case rubric. Add checks that every figure matches the budget note and that the input plan reaches the people named in the listening notes.

### Proficient looks like:

- **Evidence:** Uses one figure and one affected perspective accurately.
- **Reasoning:** Recommends an option and addresses the gap.
- **Audience & purpose:** Makes a request the board can act on.
- **Revision:** Replaces a motive claim with evidence.

[illegible]

## Questions to discuss

**On your own** Write a short answer to each question. Then finish My take. About 10 minutes.

- 1 Option B treats the \$200 gap as the problem. What does that way of stating the problem leave out?

➤ Framing the issue as a funding gap makes two free evenings the price of solving it. The users who lose them, and the uncertain demand, drop out of view.

- 2 Mari is paid to close the shop and also uses the room at night. How does that shape what she asks for?

➤ Her two roles make her weigh the costs, so she asks for tested options and written costs, not a simple yes or no.

- 3 If the board chooses an option the crew did not support, how should the crew tell the group what happened?

➤ Report the decision accurately, including the board's stated reasons. Then explain what input is still possible, such as the pilot review.

- 4 How is the Common Room's board different from the City Council that helped restore library Sundays?

➤ The board decides the schedule for one nonprofit's room. The Council is a public body that negotiates the city budget with the mayor, so the routes for input differ.

## My take

My claim: \_\_\_\_.

➤ The board should pilot one rental night and collect written input from evening users.

## ⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 6 min. Discuss question 3 only.

## 💬 Say this

"Answer with a detail from the agenda, the budget note or the listening notes." — Post the question numbers and call on one student per question.

## ➤ Stretch

- Model what happens if only four of six pilot rentals are booked.
- Going further: Choose one option on the agenda. Write what it assumes the problem is and what it leaves out.
- Going further: Map who is affected by the change, including people who cannot attend the meeting. Then write an invitation that says what is still open to input.
- Going further: Make an annotated options sheet that compares Options A, B and C. Test it with a neighbor, and revise any part that confuses them.
- Going further: With a trusted adult, look up an upcoming library board, school committee or recreation center meeting agenda. Find out whether the item is for discussion or a vote, and whether written comments are accepted.
- Research the difference between a nonprofit board and a public community board in your area

## My take, continued

The best evidence is \_\_\_\_, because \_\_\_\_.

🔗 The budget note, because it calls demand uncertain.

Someone who disagrees might say \_\_\_\_.

🔗 Covering the full gap now protects the room for everyone.

The limit of the evidence is \_\_\_\_.

🔗 Four listening notes cannot represent every evening user.

I would change my mind if \_\_\_\_.

🔗 Past bookings showed that two rentals a week are reliable.

### Notes

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This page continues page 84.

### Heat check

■ ■ □ **Question 3: Medium.** Students may describe the board as the enemy or guess at its motives.

**Cool-down:** Ask what the agenda and budget note show. Keep the talk on the decision, not on the people who made it.

## Talk about this case at home

### Case 4: Who gets a say when a shared room changes?

In this case, a community room's board is weighing whether to rent out two free evenings to cover its costs. Your student used a budget note and notes from evening users to write a comment the board could act on.

#### Questions to talk about

- 1 Who decides the hours at a public library or community center?
- 2 What should a group know before it asks a board for a change?
- 3 How can people give input if they cannot attend a meeting?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

## Case 4 | Talk about this case at home | College educator edition

### 🕒 Pacing

At home: this page takes no class time.

### 💬 Say this

“Take this page home or read it with someone you trust.” —  
Nobody needs to share a personal story to complete it.