

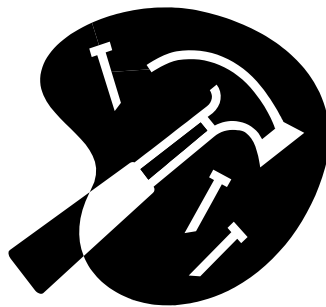
Building Better Communities, One Library at a Time



A pre-conference presentation by the
Arizona State Library, Archives and
Public Records, a division of the
Arizona Secretary of State,
celebrating best program practices

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Building Better Communities, One Library at a Time

Project Name: Special Lending Items: Exploration, Recreation and Healthier Living

Library Name: Avondale Public Library

Library Address: 11350 W. Civic Center Dr., Avondale, AZ 85323

Project Director: Alyssa Cooper/Jesse Caufield

Email: jcaufield@avondale.org

Project Description:

The goals of this project was to promote healthier living in Avondale and to expand the library's range of resources to include a collection of unique items which we hoped would promote an increase of interest in library services. Funds were used to purchase special lending items to add to the library's collection and to cover marketing expenses for promoting the items. Community members benefit because library patrons are able to check out special lending items geared toward exercise, outdoor recreation, and healthier living.

Key Steps:

- First we selected and purchased all of the items we wanted to add to the collection, including workout equipment, outdoor gaming, STEM anatomy kits, telescope, binoculars, etc.
- Then we catalogued the items in our system, created a check out procedure with barcoded and laminated cards, and created marketing materials.
- Finally, we had the collection ready for circulation, and tracked outcomes using circulation data and surveys collected when the items were returned.

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| Partners: | | Staffing: | Alyssa Cooper/Jesse Caufield Stephanie Van Atta (cataloging) |
| LSTA Grant Award: | \$ 5500 | Local Match (if any): | \$294.66 |
| Who was the audience? | Families, all ages 5+ | How many people participated? | 295 items were checked out |

Lessons Learned

- Through our evaluations, we found that 100% of surveyed participants said they used their time with the item to engage in a healthy activity. 75% of surveyed participants said that their experience with the item made them want to engage in that healthy activity more. 92% of participants also agreed that it was a good idea to have new, nontraditional items available alongside traditional books and DVDs.
- This project worked as expected. We did end up needing to create a waiver with our legal department to cover any liability with the items, but that has not been problematic. The items have been pretty popular, and it's especially nice to see families returning one item only to check out another one right away.
- We did notice that a few of the more exciting items, like the telescope, were very popular but also seemed to be more susceptible to damage or not being returned. I think these items are still a good idea, as long as the price point isn't too high, as they may need to be re-ordered.
- When approaching a project like this, do a brief survey beforehand to get a sense of what your community would like to have available for lending. Be sure to have a ready space to house the items, and ways to easily circulate the larger items (bags, plastic boxes, etc.)



Building Better Communities, One Library at a Time

Project Name: ESL Class iPads

Library Name: City of Casa Grande Public Library, Vista Grande Branch

Library Address: 1556 N. Arizola Rd,
Casa Grande, AZ 85122

Project Director: Dee Dee Davis

Email: ddavis@casagrandeaz.gov

Project Description:

The goal of the project was to encourage adult English as a Second Language (ESL) speakers to not only become proficient in the English Language, but to also train them on the iPad to close the digital divide. The iPads were used twice weekly in their four-hour classes to supplement ESL teaching. Funds were used to purchase iPads, specific applications to develop English proficiency, and storage and charging box. Community members benefited because mastery of the English language is imperative to communicating in the United States and knowledge of the technology will increase their skill set and familiarity.

Key Steps:

- First, we researched equipment and big purchases before buying.
- Then, our partner Vicky Cook and I proceeded to download numerous education apps to the sixteen iPads over a two day period.
- And finally, Vicky introduced the technology to the students, much to their delight. The overall program was deemed a success!

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| Partners: | Vicky Cook | Staffing: | Dee Dee Davis Amber Kent |
| LSTA Grant Award: | \$11, 495 | Local Match (if any): | \$ |
| Who was the audience? | English as a Second Language students | How many people participated? | 20 |

Lessons Learned

- Our evaluations revealed most students were receptive to the new technology and a few were already well versed. What we didn't really anticipate was losing some students to another teacher because they did not want to use the iPads. The iPads themselves encouraged more English dialogue with people outside the class to ask how to work some of the technology and worked as an icebreaker for conversations.



Building Better Communities, One Library at a Time

Project Name: Greenlee County Historical Digitization and Preservation Project – Phase 2

Library Name: Greenlee County Library System

Library Address: 22 Blue Jay Drive, Duncan, AZ 85534

Project Director: Karen Soohy

Email: ksoohy@co.greenlee.az.us

Project Description:

Our goal was to continue digitization, preservation and promotion of Greenlee County historical collections from communities, county, and libraries through a historical themed website. This website has turned into a gateway for other internet resources with added links as well as original materials. This project was funded for a second year to continue the preservation work. Funds were used to purchase metadata storage space, supplies and to promote the project within the county and across the internet. Community members benefited by having access to view and research historical information and to photos that were not widely available to the public prior to the project's inception.

Key Steps:

- Continued to network to find new sources of information
- Expanded the page when new material was attained
- Promoted the page within the county with posters and articles and across the web through metadata search tags

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| Partners: | Town of Duncan, Greenlee County Chamber of Commerce, Western Heritage Cultural Center, SEAGO, Clifton Historic Preservation Commission, Greenlee County Tourism Council, Greenlee County Board of Supervisors, Greenlee County Libraries, Blue River Cowbelles, Freeport McMoRan, Greenlee County Historical Society, Individual Collections | Staffing: self | |
| LSTA Grant Award: | \$3,000 | Local Match (if any): | \$2,000 – in-kind salary |
| Who was the audience? | Anyone searching for history information for Greenlee County and its communities | How many people participated? | Reached out to 25 people for collection help. Webpage has had almost 8,000 views since it went live in March 2015 |

Lessons Learned

- What did your evaluations tell you? Google Analytics of the page show continued growth of use
- Did the project work the way you expected? Gathering all the materials from people was harder than I expected. Lots of interest when talking to people and a great deal of enthusiasm about what we were hoping to accomplish but actually getting hold of the materials was hard in many cases.
- What changes would you make? Add more publicity and be sure to let people know this project is ongoing so they can contact us any time with materials.
- What advice would you give to others. Networking was the key to finding the material many times. And you need to be patient yet persistent when trying to obtain the materials you want to use.



Building Better Communities, One Library at a Time

Project Name: Advancing Children's Early Literacy Skills in Navajo County

Library Name: Navajo County Library District

Library Address: 121 W. Buffalo, PO Box 668, Holbrook, AZ 86025

Project Director: Geneva Durkee

Email: gdurkee@navajo.lib.az.us

Project Description:

The focus of this grant was promoting early literacy to the 0-8 year-old children, with parents and caregivers also being targeted. We wanted to offer lots of new materials for preschoolers and kindergartners but we also wanted to present these materials in ways that would make it much easier for parents and caregivers to find them more quickly and enable them to focus on selecting reading materials by topics/subjects. We were hoping that parents would read to their children more as a result of ease of use in selecting the materials. Three of the larger member libraries created book bundles of 4-5 books covering similar topics. The other nine smaller libraries received books with subject labels. One of the participants received audiobooks on CD.

Key Steps:

- The Library District purchased 2192 boardbooks, toddler books, and easy readers for the 14 partnering libraries and almost 60 audiobooks.
- The three larger libraries created book bundles and displayed them conspicuously on their shelves. Library District staff cataloged and processed a wide variety of books for the nine small libraries and labeled them with subject labels, such as sharing, counting, alphabet, opposites, and animals
- We promoted the book bundles on our website, Facebook, and Pinterest, and with a newspaper article.

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| Partners: | The 14 member libraries in Cibecue, Clay Springs, Holbrook, Kykotsmovi, Kayenta, Pinetop-Lakeside, McNary, Pinedale, Heber, Show Low, Snowflake-Taylor, Whiteriver Winslow, and Woodruff partnered with Navajo County Library District. | Staffing: | Staff Person Position One Geneva, County Librarian Staff Person Position Two Gabrielle, Children's Librarian in Show Low. Other directors in Holbrook and Winslow; Library District library assistant. |
| LSTA Grant Award: | \$17,152 | Local Match (if any): | \$ N/A |
| Who was the audience? | Children from age 0-8 and their parents and caregivers. | How many people participated? | Too difficult to ascertain, since the number of circulations per patron could really vary widely. |

Lessons Learned

- What did your evaluations tell you? Identifiers were set up in the automation system software to track usage, but it was rather difficult to compare, since some of the libraries circulated their bundles by barcoding each individual book and scanning each barcode when a patron checked out a bundle. One library attached one barcode to each baggie, getting just one circulation out of the four books, but it was less work and more efficient for their busy setting not to have to scan four barcodes each time. However, usage statistics were definitely satisfactory regardless of how they circulated, as long as we were aware of the variations. Patrons commented favorably about being able to make quick selections by topic. The circulation from the nine small libraries with the labeled books was really great, which told us that new material is the biggest draw and we like to think that the labeling by topic was useful to parents.
- Did the project work the way you expected? The distribution of subject-labeled books went according to plan and as intended, all the books had quite recent copyrights in order to infuse these nine small libraries' collections with up-to-date, new popular boardbooks, picture books, and easy readers. The amount of work involved to create the book bundles was more than expected and one library didn't have enough staff to get the bundles shelf-ready during the grant time-frame. Furthermore, each of the four library sent purchase requests to the Library District, and it was rather disappointing to see that the majority were for older books, which sometimes created difficulties even finding them in the jobbers' inventory or in print at a reasonable discount.
- What changes would you make? I think each library was satisfied with their implementation and the outcome. Patron comments were favorable across the board. Perhaps emphasis should remain on acquiring recent materials and being prepared for the time to create the bundles.
- What advice would you give to others? Creating the book bundles was definitely worthwhile and gave parents a different approach to focus on their children's early literacy. For short-staffed libraries, it is an assured way of quickly helping patrons select materials on the various common themes that children should be learning at the preschool level. It's like having bits and pieces of the book *A to Zoo: Subject Access to Children's Picture Books* bundled together for the convenience of the user.

Building Better Communities: Community Category

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Building Better Communities, One Library at a Time

Project Name: Resources & Support for Families Facing Autism

Library Name: Camp Verde Community Library

Library Address: 130 Black Bridge Road, Camp Verde AZ 86322

Project Director: Kathy Hellman

Email: kathy.hellman@campverde.az.gov

Project Description:

The goal of this project was to provide resources to support families in Camp Verde that have a member on the autism spectrum and to provide educators access to new resources. The general community and community of educators were given the opportunity to better understand the challenges faced by individuals with autism. Families were given access to important information and needed support.

Key Steps:

- First, we researched to discover the best tools, toys, materials and resources to make available in our library and to checkout and use elsewhere.
- Then, we planned a series of workshops, presentations and training opportunities for community members, parents, library staff and educators involved with individuals on the autism spectrum.
- And finally, we formed a parent support group that meets monthly at the library to focus on help for families facing autism.

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| Partners: | Southwest Autism Research and Resource Center | Staffing: | Sebra Choe, Program Librarian Nadia Torabi, Youth Services Librarian |
| LSTA Grant Award: | \$11,150 | Local Match (if any): | \$11,932 |
| Who was the audience? | Parents, educators, librarians, first-responders, community members with a connection to individuals on the autism spectrum | How many people participated? | 18-30 people participated in multiple programs over the life of the grant cycle. We now have a core of 8-10 parents committed to continuing the support group. |

Lessons Learned

- What did your evaluations tell you?

Finding #1: Many participants were professionals from Yavapai County, and 1 librarian traveled from North Phoenix to participate which speaks to the widespread need for Autism training in our community.

Finding #2: 50% participants were repeat customers. 15% participants came by referral from patrons and professional organizations. Busy parents, grandparents, and school staff made it a priority to participate in training and support groups, and referred their friends. Referrals also came from First Things First, Verde Valley Occupational Therapy, Camp Verde Unified School District, and Yavapai County Community Health Services.

Finding #3: The need for support for families facing autism is ongoing. We are happy to see a dedicated group of parents meeting monthly at our library and we are glad to accommodate their schedule, even staying after hours to make their meeting time more meaningful.

- Did the project work the way you expected?

This grant was fulfilled by 3 different project managers due to staff transitions. This actually turned out to be a good thing, since the person who ended up doing all the work to fulfil the grant requirements had a passion for the project outcomes that continues today.

- What changes would you make?

We would more thoroughly research a partner before contracting with them for services. We encountered many challenges working with the Southwest Autism Research and Resource Center and, in hindsight, could have provided more practical, less technical training to our participants.

- What advice would you give to others

Check with your State Librarians for ideas, contacts and/or help when planning/implementing a project like this. They travel all over the country and may meet people who are already doing projects similar to those we are trying to implement. This means, you don't have to start from scratch, but can learn from the experience of others.



Building Better Communities, One Library at a Time

Project Name: CGPL Makerspace

Library Name: City of Casa Grande Public Library, Vista Grande Library

Library Address: 1556 N. Arizola Road, Casa Grande, AZ 85122

Project Director: Julie Andersen

Email: jaandersen@cgaz.gov

Project Description:

We established the Casa Grande Public Library (CGPL) Makerspace as a destination that provided community members with the ability to access information in new ways through collaborative, hands-on learning and teaching opportunities in the areas of science, technology/multimedia, engineering, arts, and math (STEAM). Funds were spent on equipment and supplies for STEAM-related experiences and for workshop presenters. Community members benefited because the Makerspace provided an environment for discovering new technology, tools, and ideas that support self-expression and the creation of original content, and for sharing acquired knowledge and skill sets through monthly community-led programs.

Key Steps:

- The three librarians at Vista Grande came up with a plan to transform a small computer lab into a new and improved Makerspace.
- We met weekly, started working on the grant, received the grant, and started working on the space.
- Opened the Makerspace!

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| Partners: | <ul style="list-style-type: none"> • Casa Grande Elementary School District • Casa Grande Union High School District | Staffing: | Librarians Library assistants |
| LSTA Grant Award: | \$21,670.00 | Local Match | \$55,089 |
| Who was the audience? | Library patrons Vista Grande HS Students | How many people participated? | 1, 503 registered (signed Makerspace Agreement) 826 used the space |

Lessons Learned

- What did your evaluations tell you?
Our evaluations told us that over 95% of people, who used the space, liked the space!
- Did the project work the way you expected?
Yes and no. The timeline to get things completed took longer than expected. Ordering custom items, such as our tables had a longer turn-around time than we anticipated. Waiting on these item, held up other projects to get the space done.
- What changes would you make?
The process in which patrons need to use to sign up for a class is still a work in progress.
- What advice would you give to others?
Be patient ♦ Take Donations ♦ Use less expensive software ♦ Create classes that are unique
Be Flexible ♦ Jump In!



Building Better Communities, One Library at a Time

Project Name: Florence Community Library Cultural Programming Project

Library Name: Florence Community Library

Library Address: 778 N. Main St. Florence, AZ 85132

Project Director: Barb Scoby

Email: barbera.scoby@pinalcountyz.gov

Project Description:

A total of 10 cultural presentations were held between October 2015 and June 2016. The presentations included 3 speakers, 6 musical ensembles, and 1 dance group. These presentations were geared towards adults in Florence, Arizona and the surrounding communities in an effort to bring cultural learning opportunities to the area. The expected outcome of these presentations was that the adults in the community would attend these presentations and expand their cultural knowledge.

Key Steps:

- The first step involved seeking out performers and scheduling performances.
- Next, equipment (stages) and materials that corresponded with the performances were purchased.
- Then, promotional materials were created in advance of each performance.

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| Assistance Provided By: | Town of Florence Parks and Recreation Department | Staffing: | Librarian – Barb Scoby Library Aides – Abi Kinney & Teresa Tinoco-Ambriz |
| LSTA Grant Award: | \$11,400 | Local Match (if any): | \$3563.00 |
| Who was the audience? | Adults in Florence, AZ and surrounding communities. | How many people participated? | 342 |

Lessons Learned

- What did your evaluations tell you? 53% of attendees said they learned something new, while 33% said that they would seek out additional info. Also, people appreciated the opportunities that the LSTA grant provided.
- Did the project work the way you expected? Yes. I believe that the goals of cultural learning were met and the attendees enjoyed the experience.
- What changes would you make? I would seek out even more ways to promote the programs in the hopes that more people would take part.
- What advice would you give to others: Don't be afraid to ask for help! I usually prefer to take care of everything myself but without the help of the Parks and Recreation Department who set up the rooms in our facility for the performances, I wouldn't have been able to take care of all of the other details. And the Library Aides were instrumental in helping the programs run smoothly. One other piece of advice: Planning an outdoor program (especially one in the summer in Arizona) can be tricky. Make sure that you have accounted for every possibility. In our case, we had a surprise thunderstorm so our very loud Taiko drumming program was held inside.



Building Better Communities, One Library at a Time

Project Name: Tell Your Story @ Your Library

Library Name: Glendale Public Library

Library Address:

Glendale Main Library, 5959 West Brown Street, Glendale AZ 85302

Foothills Branch Library, 19055 N. 57th Avenue, Glendale AZ 85308

Velma Teague Branch Library, 7010 N. 58th Avenue, Glendale AZ 85301

Project Director: Greg Kinder/Karen Reed

Email: gkinder@glendaleaz.com

Project Description:

The goal of Tell Your Story @ Your Library was to provide creative storytelling opportunities for all ages at the three branches of the Glendale Public Library. Funding was used to provide multiple storytelling mediums for the community to explore and enjoy. Telling a story through writing, the spoken word, art projects, and digital video are just a small sampling of opportunities that were made available in this year-long series of programs. The expected outcome was that the community would benefit from learning how to share their personal creative vision in the medium or mediums that best suited each individual and would experience an increased comfort level in sharing stories with an audience.

Key Steps:

Programming librarians at each Glendale branch hired presenters, or presented programs themselves, covering a variety of storytelling methods for age levels Pre-K, K-3, tween, teen, and adult. A Storytelling Festival was offered by the West Side Story Tellers, who worked in conjunction with Glendale Public Library to present a full afternoon of workshops and presentations centered on the joy and value of storytelling. Programs were offered September 2015 through August 2016, with the Storytelling Festival occurring in November. A total of 5564 participants took part in the 205 Tell Your Story programs offered across the three branches of the Glendale Public Library. Program highlights included the following:

- Storytelling Festival (225 participants)
- Songwriters Gathering - An event featuring workshops, presentations, and networking. (657 participants)
- Kawambe-Omowale - A glimpse of West African Culture through storytelling, drumming, dancing, and singing (96 participants)
- Yellow Bird: Native American Storytelling, Music and Dance (76 participants)
- Teen Zombie LARP V: Alice in Zombieland! (67 participants)
- Not Beary Scary - A Halloween event featuring costumes and story-focused activities for preschoolers and their families (120 participants)
- Balloonatix: A Twist in the Tale - Balloon twisting meets storytelling for kids of all ages (92 participants)
- Tell Your Story through Stargazing! – High-powered telescope viewing, a craft and tales of the night sky (125 participants)
- Memoirs Writing Workshop presented by local author, Shelley Mosley (63 participants)
- Puppet Making with Stacy Gordon from Puppet Pie Studio (47 participants)

Partners:

West Side Story Tellers

Brelby Theatre Company

Staffing:

Greg Kinder & Karen Reed
Project Directors

Kristin Fletcher-Spear
Foothills Branch Coordinator

Merideth Jenson-Benjamin
Main Library Coordinator

Anna Caggiano
Website & Marketing
Coordinator

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| LSTA Grant Award: | \$22,450.00 | Local Match (if any): | |
| Who was the audience? | Community members of all ages. | How many people participated? | 5564 |
| Lessons Learned | | | |
| <p>Throughout the course of the Tell Your Story grant cycle, the library collected written surveys incorporating feedback from youth, teen and adult program attendees. From those responses, valuable information was gathered related to the below listed Tell Your Story project goals:</p> <ol style="list-style-type: none"> 1. Participants will learn new creative mediums for storytelling. 2. Participants will feel an increased comfort level in sharing their stories with an audience. 3. Participants will become repeat library users. <p>According to the survey responses:</p> <p>84.4% of respondents reported that they learned about a new artistic technique to apply to storytelling. When asked to rate comfort levels before and after participating in a Tell Your Story program, 58% of respondents reported feeling comfortable to very comfortable in sharing a story or creative work with an audience <i>before</i> attending a Tell Your Story program. The percentage of respondents who reported feeling comfortable to very comfortable increased to 76.1% when asked to rate comfort levels <i>after</i> attending a Tell Your Story program. 94.5% of respondents indicated an interest in attending additional Tell Your Story programs at the library. 97.8% of respondents indicated that they planned to visit the library again.</p> <p>The Tell Your Story program survey results and patron comments both indicate that the Tell Your Story project was a success. Program participants responded enthusiastically to the diverse range of program offerings and a large number of attendees took the time to fill out a written survey. Attendance numbers were high and an overwhelming majority of survey respondents indicated their desire to return to the library and to engage in additional Tell Your Story programs. The following is a very small sampling of the positive written comments provided by program attendees through the Tell Your Story survey.</p> <ul style="list-style-type: none"> • We had a wonderful time using creative materials and sharing with others. • I learned new techniques for making a better functioning video game. • I learned to make my kids feel like they are in the story. • My child's imagination went wild! He loves storytelling! • This program gave my 5 year old son a chance to trust other people and to learn to read on his own. • This was my first class and it was wonderful. I will attend more! • My son was shy at first but, after creating puppets and theater on his own, I can see his confidence level has changed. • What a wonderful opportunity to use Christmas cards that I feel guilty about throwing away to make a memory box that tells the story of my mom. | | | |



Building Better Communities, One Library at a Time

Project Name: Virtual Reality and New Technology

Library Name: Maricopa Public Library

Library Address: 41600 W Smith-Enke Rd. Maricopa, AZ

Project Director: Erik Surber

Email: erik.surber@pinalcountyz.gov

Project Description:

The Maricopa Public Library (MPL) provided the residents in Maricopa and throughout Pinal County with Virtual Reality (VR) experiences and new media technology at the library and various events. The goal of the VR program was to engage youth with the new technology, better prepare them for advanced STEM classes, and help them gain technical knowledge. The majority of people had heard of Virtual Reality but had a very limited understanding of the technology and had never tried the Oculus Rift headset. After their experience, they were able to describe and understand what the technology was.

Key Steps:

- Developed a purchase plan for the Oculus Rift Developer Kit. Worked with a technology savvy volunteer to build a computer and find the games
- Built a computer that could run the Oculus Rift and took it to community events
- Purchased two new consumer Oculus Rifts, and other new technology products to increase learning and awareness for patrons

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| Partners: | Maricopa High School | Staffing: | Library Manager Library Assistant Amazing Volunteer - Darryl |
| LSTA Grant Award: | \$ 9425 | Local Match (if any): | \$9610 |
| Who was the audience? | Adults, teens and youth | How many people participated? | 1200 |

Lessons Learned

- Working with developer kits means finding software, and solid support for the technology is difficult.
- Prices change quickly and the budget will need to be slightly more than the current market prices.
- Finding a volunteer that was really excited about the technology and opportunity made it a great experience.
- Due to the fast pace at which technology is developing, the purchases were redefined to meet the needs of the community and the outcome of the grant.
- "I used the Oculus Rift at the Kids Day Maricopa event last year, and loved it," said Maricopa Mayor Christian Price. "I took two trips around a virtual rollercoaster and felt like a little kid again. You can't tell someone how cool VR is; they have to see it for themselves. I was blown away by the technology and proud that our library won a grant to get that technology. I am eager to see what the youth in the City of Maricopa will do with the virtual reality headsets now available at our Library. Already some of the students at the high school have begun writing games for it, and I can only imagine what they'll do next. Receiving this grant has been an incredible benefit for our residents."



Building Better Communities, One Library at a Time

Project Name: Youth Learning Labs 101

Library Name: Pima County Public Library

Library Address: 101 N. Stone Ave., Tucson, AZ

Project Director: Kendra Davey

Email: Kendra.davey@pima.gov

Project Description:

The goal of this project was to expand on Pima County Public Library's learning lab for young adults. The "101Space" is the place for young adults wishing to take advantage of innovative learning opportunities that will open up a world of possibilities. Funds were used to purchase furniture, implement 21st century technologies, and expand college and career exploration facilitated in a peer mentor format. Community members benefited by gaining access to cost prohibitive 21st century technologies and participating in real-world projects and activities that will lead to future employment. The 101Space worked closely with Idea+Space business and career services center to implement programming that will serve as a bridge between exploration and the realization of new endeavors.

101Space programs provide teens with creative, collaborative programming opportunities in STEAM fields such as coding, video editing, crafting, and 3D design. Drop-in classes, workshops and open labs are taught by trained library staff or contracted local experts. Teen mentors led programs giving them the opportunity to learn critical thinking skills related to program development and management, community outreach, and sustainability planning. The 101Space program expanded from the Joel D. Valdez Main library to an additional 101Space located in the Northwest of Pima County at the Oro Valley Library. The Oro Valley youth advisory board received Lean Start Business training in order to develop a youth led plan for Oro Valley. They also conducted a survey of Oro Valley youth.

Key Steps:

- Evaluate equipment, furniture and programmatic needs of the 101Space at both Main and Oro valley. This was accomplished by reviewing previous survey work done during the MacArthur funded grant as well as holding a teen town hall meeting and conducting a new survey in the Oro Valley service Area.
- Equipment and furniture was purchased and programming began. Programs were evaluated and changed during this time.
- Formally opened the newly renovated 101Space at Joel D. Valdez Main Library with expanded programs and workshops for teens.

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| Partners: | Lead Local Josh Schacter | Staffing: | Kendra Davey Leila Duncan Bethany Wilson Lauren Hebert Meghan Cox Dan Stormont Serena Tang |
| LSTA Grant Award: | \$70,000 | Local Match (if any): | \$65,000 |
| Who was the audience? | Teens age 12-18 | How many people participated? | 967 participants |

Lessons Learned

- Interest-driven programming with access to and support of adult mentors is key to successful teen programs
- Equipment procurement took a bit longer than expected but programmatic changes were able to go ahead.
- Build in formal, ongoing feedback from teens to keep programming interest-driven.
- Successful teen programming is relationship driven and it is important to have staff and mentors dedicated to building relationships with teens and focused on supporting teens in identifying their own personal learning goals. Success is not about the equipment, it is about the quality of the relationship.



Building Better Communities, One Library at a Time

Project Name: Maximizing Success: Community Analysis for Library Planning

Library Name: Pinal County Library District

Library Address: 92 W. Butte Ave., Florence, AZ

Project Director: Denise Keller

Email: Denise.Keller@pinalcountyaz.gov

Project Description:

The goal of the project was to enhance collections, programs, and services by acquiring in-depth knowledge about behaviors and usage patterns in each of the public libraries in Pinal County. The funds were used to secure the services of a reliable market research firm to perform community analysis through online and paper surveys. Community members will benefit because the data will be used to inform the decision making process for allocating funding for collections and services and to help each member library determine goals and future directions in their strategic plans.

Key Steps:

- We identified and hired a market research agency to help us with the survey. A meeting of all the library representatives helped us to determine what questions should be included. We created a FAQ for staff so they would understand the importance of the survey and be able to encourage patrons to fill it out. We sent out news releases, placed links on our web site, and designed signage for the libraries.
- A staff member pulled email data from Polaris, separated by library. After an in-house test of the survey to discover any glitches, we went live with the survey from Dec.3, 2015-March 4, 2016. Reminder notices were emailed in early January and February. We had monthly conference calls to keep us on track.
- After the survey ended, the agency performed data analysis, designed and wrote the survey reports for each library individually along with one overall county report. PDF versions of all reports were sent to a printer for presentation copies for city managers, council members, etc. The market research agency provided a second meeting of all library representatives to present to key findings and recommendations. We designed a short survey just for library staff members to determine what effect the project would have on their libraries, and if they would implement changes based on the data collected by the survey. The agency's project lead traveled to Florence to present the findings to the Board of Supervisors.

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| Partners: | All the public libraries in Pinal County | Staffing: | Denise Keller Alexander Conrad |
| LSTA Grant Award: | \$20,000 | Local Match (if any): | \$19,620 |
| Who was the audience? | Library patrons above the age of 14. | How many people participated? | 4,725 surveys completed |

Lessons Learned

- What did your evaluations tell you?

There are several key findings from the surveys that gave the libraries useful information for planning and improvement in library services. We found that 97% use English as their main language at home. Twenty six percent reported that they preferred to visit the library weekday mornings, 25% preferred afternoons, but 34% had no preference. Our highest usage is for borrowing books (81%), using a library computer (33%) and asking the librarian a question (26%). This indicates that people in the library is still an important factor. We found that 51% of users prefer to receive information about library programs by e-mail. This has encouraged several libraries to start using e-mail notifications more often. When asked how they would rate customer service, 76% rated us at excellent and 19% as good, which makes for an overall approval rating of 95%. We were interested to find the reasons for non-use of the library, also. Lack of free time was the most frequent response (29%) and too far from home (15%). When asked what would most likely get them to re-engage, most responded that they would like to see more e-books and bestsellers.

- Did the project work the way you expected?

In-depth research of patron behaviors and usage patterns have helped each library better understand their community and design programs and services that are relevant for their population. Community analysis is helping each library make better decisions about how to budget for collection development, what programs and services to offer, and give us direction for strategic planning. Community members have benefited because the data is used to inform the decision making process for allocating funding for collections and services and to help each member library determine goals and future directions in their strategic plans.

- What changes would you make?

We would not make any major changes, but in retrospect we could have handled scheduling better. We had to rush a little towards the end of the project to get everything done.

- What advice would you give to others?

Plan carefully so that ample time is provided for each activity. The best input we had came from the participating libraries, so including them in the planning process was the key to our success. Include printing costs, if you are planning to have copies of reports made.



Building Better Communities, One Library at a Time

Project Name: Operation Digitization

Library Name: Pinal County Library District

Library Address: 92 W. Butte Ave., Florence, AZ

Project Director: Denise Keller

Email: Denise.Keller@pinalcountyaz.gov

Project Description:

The goal of this project was to provide Pinal County residents with access to digital conversion equipment, a technological service otherwise unavailable in Pinal County. Funds were used to purchase digitization equipment and software that enabled patrons to convert a variety of physical formats of photo, video, and audio items into digital files or an updated medium. Community members benefited from this service by having access to a service that not only enabled them to enjoy their cherished memories again, but which was also something not readily available in Pinal County. Additionally, it was our hope that offering new services would increase foot traffic in libraries and increase awareness of other library services.

Key Steps:

- We confirmed through local directory searches and consulting with our affiliate libraries that this type of service was lacking in Pinal County and that there was an interest for it within our communities.
- We carefully selected the types of media that were in demand, and researched and purchased the best products available for the job.
- We created user manuals, promotional materials and other documents, and provided training on the equipment for library staff.
- The Digitization Stations were deployed to the 8 participating libraries and were made available for use by the public. Our one roaming station was made available for loan to the other 4 libraries.

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| Partners: | All the public libraries in Pinal County | Staffing: | Denise Keller Alexander Conrad |
| LSTA Grant Award: | \$29,500 | Local Match (if any): | \$20,333 |
| Who was the audience? | Members of the public who had items in old formats they wanted converted to digital formats. | How many people participated? | 98 (and counting) |

Lessons Learned

- What did your evaluations tell you?

Staff members at the participating libraries have all reported that patrons are very pleased about the Digitization Stations. The service has been popular and people have taken advantage of the variety of formats that can be digitized.

Among staff, over 90% reported little or no experience digitizing materials before this project. At the end of the grant period, 33% of staff respondents reported that they now have a lot of experience with digitization technologies and another 54% reported having gained some experience. Also, two thirds reported an increased comfort level when it comes to helping patrons digitize materials, with nearly 27% reporting a dramatic increase.

- Did the project work the way you expected?

The Digitization Stations have filled the identified need in our communities for these services and users have digitized a variety of personal items such as family movies, wedding pictures, and slides.

- What changes would you make?

One of the ideas that came up after our grant application was instituting partnerships with museums and archives where the public could donate digital copies of locally historic photos. The process of setting this up took a lot more time and research than expected. If we were to do this again, we would have factored this into our time commitments better.

- What advice would you give to others?

Each library was different when it came to space, staff availability and patron skills, so it was important to assess local needs when planning and scheduling use of the digitization station. Providing hands on training with staff and encouraging them to try out the equipment with their own items contributed to staff confidence in assisting the public with the equipment and also helped with enthusiasm in promoting the service.



Building Better Communities, One Library at a Time

Project Name: Prescott Valley Public Library Cultural Events Series

Library Name: Prescott Valley Public Library

Library Address: 7401 E Civic Cir, Prescott Valley, AZ 86314

Project Director: Michele Hjorting/Megan Hammond

Email: mhjorting@pvaz.net ;
mhammond@azlibrary.gov

Project Description:

The goal of this project was to foster lifelong learning and raise cultural awareness by providing more diverse programming at the Prescott Valley Public Library. The programs we offered highlighted the diversity inherent in our town, county, and state. They also educated and informed the community of various international customs and traditions. By establishing community partnerships with Osher Lifelong Learning Institute (OLLI), the library was able to provide quality programs that were both entertaining and educational, while anchoring the library as the heart of the town's cultural identity.

Key Steps:

- Coordinated with OLLI to develop programming schedule of cultural events
- Hosted 17 programs, including AZ Speaks presentations, Taiko Drumming, Yavapai Prescott Indian Tribe, Ballet Folklorico
- Purchased library materials for the collection to support the series

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| Partners: | Osher Lifelong Learning Institute Channel 56 | Staffing: | Michele Hjorting Megan Hammond |
| LSTA Grant Award: | \$ 9,340 | Local Match (if any): | \$ 11,520 |
| Who was the audience? | General public, mainly senior citizens, but programs were open to all | How many people participated? | Total participation for the events: 1007 |

Lessons Learned

- What did your evaluations tell you?
We surveyed the program attendees, and found:
 - Almost all (98 %) reported learning something new
 - At each program, 1/3 of respondents reported that it was their first time attending a library program
 - Half of respondents reported they learned about library events either through the newspaper or the library's website
 - 70% of attendees are over the age of 56
- Did the project work the way you expected?
 - We met our goal of providing quality programming and increasing awareness of the library in the community. We also proved to the administration that there was an interest in adult programming and secured a budget to continue providing programming the following year
- What changes would you make?
 - We learned about what types of events and subjects are of interest in the community, which was extremely useful. Our best attended programs featured either dynamic performances (dancing and drumming) or Tribal history information (Yavapai Prescott Indian Tribe, Navajo Codetalkers). The programs that generated the least amount of interest were lecture format and panel discussions, but that may have been a fault in how we advertised them.

- What advice would you give to others
 - We learned scheduling, organizing and marketing two major events a month is kind of exhausting. However there were certain things we did that simplified the process – we used a checklist to make sure we advertised the event as widely as possible and ensured that all of the prep work was done consistently. We also used a template for the posters and announcements to maintain a consistent theme/brand for the series.

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Building Better Communities, One Library at a Time

Project Name: Interactive Children's Area: Enhancing Literacy at the Clifton Public Library

Library Name: Clifton Public Library

Library Address: 588 Turner Avenue, Clifton AZ 85533

Project Director: Sabrina Dumas

Email: dumas@townofclifton.com

Project Description: We created a family friendly early learning area in the library. This area is a comfortable and easy to use interactive space that includes story times, toys and materials that encourage early literacy learning activities. Parents and caregivers learn the importance of their role as their child's first teacher. Children benefit from research based practices that help them develop skills needed for lifelong learning and literacy. The community benefits because families play and interact within the library environment and see the library as a valuable resource for early literacy learning. This project relates to the library's mission by fostering an environment which promotes literacy.

Key Steps:

- We observed who was using the area and how easy it was for them to find things.
- We visualized what we wanted our area to look like, what services we wanted to offer and who our supporters were.
- With LSTA funding, community support and a willing staff we created our very successful children's area!

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| Partners: | Greenlee County WIC | Staffing: | One full time Library Director Two part-time clerks |
| LSTA Grant Award: | \$14,570.00 | Local Match (if any): | \$3,230.40 |
| Who was the audience? | Families | How many people participated? | 345 With no signs of slowing down. |

Lessons Learned

The state library staff was the best resource! Our patrons, staff and community have a renewed sense of pride in their library. Changes in the children's area led to positive changes in other areas of the library.

- What did your evaluations tell you?

Before creation: staff observation surveys revealed the books were hard to find, the area was crowded, dark, not much to do and no families were using the area.

After creation: staff observation surveys reveal books are easy to find, patrons like the number and variety of books. The area is bright and welcoming. There are a lot of activities for parent/child interaction including Brain Boxes. Our early literacy enhanced story time is fun and engaging. Lots of families are using the area.

Patron surveys revealed they liked the area through all phases of change.

- Did the project work the way you expected? Yes!
- What changes would you make? We would have purchased a "read to me chair" and a play kitchen.
- What advice would you give to others? Take time to observe who is using your area and what they are doing. Notice the questions they ask. Visualize and draw out what you want to end up with. Reach out to the state library staff.



Building Better Communities, One Library at a Time

Project Name: Go Mobile @ Your Library

Library Name: Glendale Public Library

Library Address: 5959 W. Brown St. Glendale, AZ 85302

Project Director: Kristin Fletcher-Spear

Email: kfletcher-spear@glendaleaz.com

Project Description:

Glendale Public Library had three different projects; one at each library location within the system. The Foothills Branch Library focused on children. They created a tablet exploration area with tablets for children seven and younger; as well as held a coding club and a Minecraft program series for tweens. The Main Library focused on teen services programs such as a weekly gaming club. The Velma Teague Branch Library focused on passive adult application recommendations. The Main and Foothills Branch Library also had the adult application recommendations highlighted in each of their E-book classes and one-on-one consultations. The app recommendations were highlighted at each service desk through marketing using digital picture frames. The expected outcome was to increase technological skills and digital literacy of community members through offering technological opportunities previously unavailable in the library's settings.

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| Partners: | NA | Staffing: | Kristin Fletcher-Spear; Merideth Jenson-Benjamin; Marlene Jacobson |
| LSTA Grant Award: | \$41,789 | Local Match (if any): | \$46,000 (in staffing, printing, and collection development) |
| Who was the audience? | Each branch focused on different age ranges—so all ages | How many people participated? | 1,005 program attendees; 827 website views; 3,643 tablet users on the Tablet Exploration Area tablets; 11,500 digital frame views |

Lessons Learned

- What did your evaluations tell you?

Overwhelmingly, the program participants felt more comfortable with the technology after the program. But getting the evaluations filled out was difficult. We had more anecdotal evidence than the actual filled out evaluations. We even had library patrons stop a librarian while they were picking their kids up at a daycare to compliment the tablet exploration area!

- Did the project work the way you expected?

For the most part. The Tablet Exploration Area was a smashing success. Young children love being able to do things themselves. The storytime app and tell failed. The parents didn't pay attention and the children would get restless. The teen programming didn't do as well as I expected, but it still impacted teens who wanted to delve more into tablets. As we branch out with the other branches using the tablets in different ways, I anticipate different outcomes.

- What changes would you make?

It was a good thing to break the age ranges between the branches. The tablet exploration area would not work without remodeling and extra costs in other branches due to outlet and space issues.

- What advice would you give to others

Your staff has to get comfortable with the technology early on. If you have the space for a tablet exploration area in your youth department—go for it! It takes weekly maintenance, but it is so worth it!



Building Better Communities, One Library at a Time

Project Name: Ready, Set, Go... Kindergarten Here We Go

Library Name: Maricopa County Library District,
Guadalupe Branch Library

Library Address: 9241 S. Avenida del Yaqui, Guadalupe, AZ 85283

Project Director: Maria Mucino

Email: MariaMucino@mclidaz.org

Project Description:

This program focused on preschool and early elementary children and their parents. The program aims to prepare participants for Kindergarten and introduce them to technology as a learning tool by using a multi-touch, interactive SMART table. Preschoolers will engage in active discussions, problem solving, and small group collaborative activities. The goal of the project is to provide with positive social engagement and interaction with other little participants and their parents.

Key Steps:

- We analyzed the First Things First 2014 Needs Assessment Report and find out that the percentage of the three and four year old children enrolled in early education settings is 21% in Guadalupe, which falls below the 34% state level.
- We re-used some of the curriculum created for the "Read to Succeed" program for the preschool and kindergarten levels.
- Presented the program in a Story Time like program of 30 minutes with 10 minutes of SMART table collaboration.

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| Partners: | None | Staffing: | Amy Vaterlaus Andrea Castaneda |
| LSTA Grant Award: | \$ 9,075.00 | Local Match (if any): | \$4,640.00 |
| Who was the audience? | Three and Four year olds with their parents | How many people participated? | 68 children with their parents, a total of 136 participants |

Lessons Learned

- What did your evaluations tell you?

92% of the participants indicated that there was an increase of knowledge by attending the program.

- Did the project work the way you expected?

Yes and No. When I applied for the Grant, I was the Manager of the Branch, but by the time I received the grant, I had received a promotion and was not longer at the Branch. Thus the project was delayed until a Branch Manager was hired. Since I conceptualized the project it was hard to me to delegate the project. It ended up working just fine, and the most important part was the service provided to the community.

- What changes would you make?

Have I known that I would have gotten a promotion, I would have designed the program before I left the branch, to avoid the four months hiatus.

- What advice would you give to others

Follow your community needs and create value-added programs based on your findings, and your library services and programs will always be successful.

Collaborate with other organizations to make the best out of your services and programs.



Building Better Communities, One Library at a Time

Project Name: Nabi Big Tab

Library Name: Mesa Express Library, a branch of the Mesa Public Library

Library Address: 2055 S Power Road, Entrance 5, Mesa, AZ 85209

Project Director: Kim Belair

Email: Kimberly.belair@mesaaz.gov

Project Description:

This project's original goal was to offer a variety of Android technology classes for (older) adults on a 65" wall-mounted tablet called the Nabi Big Tab XL. At the time of the grant award in May of 2015, the Big Tab XL was still not available; therefore, classes were eventually taught using a 55" Samsung SmartTV with an iStick and a TablerTV surround that made the SmartTV act and look like an Android device. Classes began in February 2016 and were offered on Tuesday and Thursday afternoons from 3:30-4:30 due to survey results of our older patrons. The sessions, geared for Android tablet, smartphone, and Kindle Fire users, were designed to create a level of comfort with using a customer's own mobile technology – or to make new adaptors feel confident enough that purchasing an Android device would be less intimidating. By encouraging participants to "play and explore," they would see that technology is both fun and forgiving. Topics included learning about the device itself, apps and the Play Store, Overdrive, the library website and databases, library "downloadable" services, using the camera, and understanding the Cloud, Amazon, and how to make travel reservations.

Key Steps:

- First, the Mesa Express Library found an alternative to the Nabi Big Tab XL and then purchased all the necessary technology, equipment, furniture, and presentation accessories to promote the program.
- In the meantime, the Project Director created a unique logo for all marketing materials such as bookmarks and flyers used as outreach and used the logo on all of her original, one-page handouts and tea bags passed out at each session.
- Second, to promote the program, a kickoff was held in January and the Project Director promoted the program at area senior RV parks during outreach presentations. Weekly classes started in February.
- Third, after completing the first wave of classes, the program and offers were re-evaluated. It was determined that classes were so successful that late summer offerings would be expanded to include dual-platform classes (Apple and Android) and an iPad Overview class. Additionally, Android Basics classes are now offered each month.

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| Partners: | N/A | Staffing: | Kim Belair, Librarian III |
| LSTA Grant Award: | \$16,000.00 | Local Match (if any): | N/A |
| Who was the audience? | (Older) adults | How many people participated? | 134 people attended 18 classes with an average of 22 individuals per class |

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| Lessons Learned | | | |
| <p>EVALUATIONS: Class evaluations asked five basic questions: 1) “Before attending this class, indicate your knowledge level of the material to be presented.” Choices were: Very Basic, Limited, Intermediate, and Fairly Proficient; 2) “How much did you learn in class today?” Choices were: Very Little, A Few Things, A Decent Amount, and A Lot; 3) “Please tell us the most valuable thing you learned in today’s class.” 4) How did you hear about this event? 5) Give one suggestion how to improve your library experience.</p> <p>For all the classes offered, the most common answer to knowledge level before class was “Very Basic” and the most common answer to how much was learned was “A Lot,” according to 46% percent of the survey participants. Some of the comments about class specifically reflected this such as “Well presented, fun class. Far better than Verizon class” and “Continue to offer these programs. They are very well organized with an excellent, knowledgeable, enthusiastic instructor.”</p> <p>The most valuable things learned in class ranged greatly, depending on the specific focus of the class. This feedback will be helpful as the classes are tweaked to best address the needs of the students. The only comment for this section that was repeated in one way or another was that students heard the message that it’s important to play with their own device and keep trying. Practice, practice, practice and “don’t be afraid to try swiping, tapping, and menu options until you find what you want.”</p> <p>PROJECT EXPECTATIONS VS. OUTCOME: The project initiation was quite rocky. Finding a viable alternative to the Nabi Big Tab XL took a significant amount of time. The iStick has been and continues to be problematic in that it runs version 4.4x (KitKat) and is therefore unable to demonstrate some of the features that should be taught during these sessions. By the time the custom furniture, technology, and marketing materials arrived, it was mid-December. As such, the kickoff was pushed to the first of the year – much later than anticipated. The outcomes in terms of project participation far exceeded expectations. The classes were often held over capacity!</p> <p>CHANGES:</p> <ul style="list-style-type: none"> • Limit classes to 15 registrants and use a microphone to help overcome noise for training in a one-room space. • Get volunteers to help keep class participants on track. It’s best to bring in volunteers who can squat down and get out of participants’ sight lines. • Repeat yourself frequently. Sometimes it takes a few times before the most important messages really get heard. “Remember we looked briefly at Settings. Can someone tell me one way to get back to the settings?” • Look into an alternative to the Nabi Big Tab XL and an alternative to the iStick. Touchscreens are a must to duplicate the Android experience and better demonstrate the gestures used on a tablet. • Hold Android Basics classes at least once a month. • Make class sessions longer. Keep to the same material but schedule an additional 15-20 minutes for practice, Q&A, and/or sharing. <p>ADVICE:</p> <ul style="list-style-type: none"> • Train people on their own mobile devices so they don’t have to transfer knowledge. • Invite area seniors to classes by visiting them where they live and/or congregate. • Use Wi-Fi that is fast and reliable. • Schedule class instructors that are patient, speak clearly and slowly, know how to make others laugh and smile, and are good at keeping students on track. • Just do it! Your patrons will love you for it! | | | |



Building Better Communities, One Library at a Time

Project Name: Early Digital Literacy

Library Name: Mohave County Library – Lake Havasu City

Library Address: 1770 N. McCulloch Blvd, Lake Havasu City, AZ 86403

Project Director: Lynette Christensen

Email: lynette.christensen@mohavecounty.us

Project Description:

Mohave County Library in Lake Havasu City received an LSTA Grant to implement Early Digital Literacy for children from preschool through grade 3 students and their parents. It was our goal to show the educational benefits of digital literacy to the parents and improve the digital literacy knowledge of the children. We began by incorporating story, reading, writing, and singing apps into Story Time classes by mirroring iPads and Google Nexus tablets onto a large screen TV and then allowing parents and children to interact with the tablets at the end of the class.

Key Steps:

- After the grant was awarded, a staff member ordered all the equipment that was needed to fulfill the goal: wide screen TV, Apple and Google Chromecast devices, iPads and Google Nexus tablets with protective cases and accessories such as charge and sync cables, router, and power adaptors.
- Our Youth Librarian researched apps for various subject areas for preschool and elementary students and submitted the orders for these.
- Then an app was demonstrated during Story Time classes on the TV by mirroring an iPad or Google Nexus tablet. Once the basic information for options using the app were explained, parents and children were given time to interact using the devices together.

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| Partners: | Friends of the Library Partner Two | Staffing: | Lynette Christensen, Youth Librarian Davril Alex, Library Assistant |
| LSTA Grant Award: | \$ 5960.00 | Local Match (if any): | \$ 1934.00 |
| Who was the audience? | Preschool children and their families | How many people participated? | 205 |

Lessons Learned

- What did your evaluations tell you?

We did try evaluations but didn't get a great response back. Most of our evaluation was through informal observation and parent feedback.

- Did the project work the way you expected?

We were surprised that more parents didn't want their children to participate in the use of the devices after seeing it demonstrated in class. They would stay to watch the story but left when it came time to use the devices together with their child.

- What changes would you make?

I would plan a parent education class first to let parents know what would be involved in the grant and the Story Time classes to get more of their participation.

We did contact local groups who were interested in our project but we didn't get as much chance to work with them during the year of the grant. We hope to expand our educational opportunities to them in the coming year as well as share what we've learned with other groups.

We discovered money for apps went a long way. We ended up with many good apps but haven't had the time to evaluate all of them yet.

I would concentrate on either the iPads or Google Nexus devices one at a time. Not all apps that we ordered were available for both devices and it got confusing using more than one device during a Story Time.

- What advice would you give to others?

Plan, plan, and market well!

Network with others –feel free to contact us for any help we can provide.

I would also like to thank the AZ State Library for all the support they give to their local libraries!



Building Better Communities, One Library at a Time

Project Name: A Voice for Young Authors

Library Name: Patagonia Public Library

Library Address: 346 Duquesne Patagonia, AZ 85624

Project Director: Abbie Zeltzer

Email: azeltzer@patagoniapubliclibrary.org

Project Description:

Thirty-five students in Kindergarten through second grade attended two eight week facilitated programs per class and produced and published two books. Eight one-hour art sessions per class took place at Patagonia Creative Arts Center where children took photographs, made objects and created illustrations, using various media, for their books targeting Arizona Department of Education Arts Standards. Eight one-hour literacy sessions per class were held in the library. Children listened to thematic stories and developed written content for their books. English Language Arts Standards 1, 3 and 7 as described by the Arizona Department of Education were targeted. Two open house events were held in the library for students to share their books with family and the community.

Key Steps:

- Met with partners, Patagonia creative Arts, Patagonia Elementary School and the Montessori School to develop schedule. Conceptualized on book design and content. Scheduled sessions.
- Held eight art sessions at the art center and eight writing sessions at the library. Students created content and published two books.
- Held two library open houses for family and the community to view books, meet with students and held a library card sign-up session.

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| Partners: | Patagonia Creative Arts Association Patagonia Elementary School Patagonia Montessori school | Staffing: | Cassina Farley, Art Laura Wenzel, Literacy Elvia Miranda, School Liaison |
| LSTA Grant Award: | \$4056 | Local Match (if any): | \$5072 |
| Who was the audience? | Students Kindergarten through second grade. Student families, caregivers, and community | How many people participated? | 35 students Families, caregivers, community 42 |

Lessons Learned

- What did your evaluations tell you? Using rubrics to determine improvement of art and language art skills demonstrated improvement from program start to program completion.
- Did the project work the way you expected? Yes
- What changes would you make? The chosen evaluation method was not designed to determine level of improvement was due to program, in class teaching or a combination of both. Developing an evaluation method that isolates achievement gained from in class lessons and out of class experiences would need to be developed.
- What advice would you give to others? This is a great program; go for it using local volunteers that have experience working with children and a specific art medium. This can potentially be changed to an afterschool program. Encourage non-traditional formats for the books.



Building Better Communities, One Library at a Time

Project Name: Measuring for Success

Library Name: Scottsdale Public Library

Library Address: 3839 N. Drinkwater Blvd. Scottsdale, AZ 85251

Project Director: Mariko Whelan

Email: mwhelan@scottsdaleaz.gov

Project Description:

Measuring for Success was a grant that was implemented through the Scottsdale Public Library (SPL) in conjunction with Arizona State University (ASU) T. Denny Sanford School of Social and Family Dynamics. This partnership was tasked with looking in depth at two of SPLs Knowing & Growing programs, Books Can...© and Fun with Math & Science to begin the process of collecting evidence to show how the programs positively impact families. The study included pre- and post-surveys, in person observations of programs and video recording to capture participation and engagement which was then reviewed and coded by ASU.

Key Steps:

First, each program was revamped to align with standards and developmentally appropriate practices. The focus shifted towards parent/child interaction time to support immediate trial and implementation of the suggested strategies presented in the session.

Then, we created and provided training for all youth and grant staff to support program implementation.

And finally, programs were implemented by teams of youth librarian and grant staff and data was collected and analyzed.

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| Partners: | Scottsdale Public Library Arizona State University | Staffing: | Willette Watts Myrna Smith |
| LSTA Grant Award: | \$67,486 | Local Match (if any): | \$64,500 |
| Who was the audience? | Families with young children ages birth to five | How many people participated? | 276 Families; Total Children Registered 540 |

Lessons Learned

Our evaluations provided us with some interesting findings:

- Parents reported a significant increase in their perception of the library as a place to learn how to be a better parent.
- Parents reported a significant increase in their belief that young children learn best through play.
- Parents reported that they feel more equipped to support their child's social and emotional development and their attainment of math and science skills.
- Parents reported a marginally significant increase in the frequency with which they read to their children.

The project worked the way we expected but the variance between pre- and post-surveys although significant, was not as significant as expected. We feel this is because of the following: The majority of the families who participated were well educated, reporting achieving a bachelor's degree or higher; reported very little, if any, socioeconomic hardship; and nearly all families spoke English in the home.

Some of the changes we would make would include a survey that is not as extensive and time consuming. The time was prohibitive in getting some families to complete it. Although we conducted significant outreach to families encountering socioeconomic hardship we only were able to impact a small number of these families.

Renewed efforts and alternative venues will be considered for future implementation.

For others looking to implement parent/child programming I encourage you to ensure what is being offered is

developmentally appropriate for the children and the adults. Ensure youth staff has sufficient opportunities to gain knowledge and understanding of early learning concepts so that they feel efficacious in their ability to support families and answer specific questions parents may pose. Finally, be flexible. Although we want to share specific information, you must follow the lead of the children and families you are working with on that specific day and modify what you are doing to ensure you're meeting their needs.



Building Better Communities, One Library at a Time

Project Name: Read to Succeed

Library Name: Yavapai County Free Library District,
Bagdad Public Library

Library Address: 700 Palo Verde Bldg. #C, Bagdad AZ 86321

Project Director: Tracie Loveall

Email: tracie.loveall@yavapai.us

Project Description:

The Read to Succeed Grant has provided a completely new and inviting reading environment that benefits the children in the community of Bagdad, Arizona. The children's library now includes colorful couches and chairs, vibrant book shelving and displays, and 885 new books that encourage children of all ages to come visit our library. The project also provided an interactive SMART board to display a new digital resource, Tumble Books, which is used in Story Time and other library programming. Through the Read to Succeed grant the expected outcome is to help children become more proficient readers and help prevent summer reading slide by encouraging summer visitation.

Key Steps:

- First, I established a partnership with the Bagdad Elementary and Middle Schools in a joint effort to promote literacy in our community. This included several meetings to ask questions and research ways that we could work together toward a common goal.
- Then, I decided that our children's library needed a "face-lift" to provide an environment that would make children feel welcome to visit our library. This began several weeks of research to find and purchase the appropriate furniture to re-do the children's space. Working directly with the school provided the Bagdad Public library with valuable information on books and materials that are popular with the Bagdad School children. The project supported a consultant that conducted several weeks of research on book titles and series that would inspire and engage the children. One of the school partners also suggested an online digital resource, Tumble Books, which would further support the idea of the project. Working directly with partners from the local schools afforded me the ability to be informed of literacy events. Henceforth, I was able to attend three separate literacy events in which our library promoted Summer Reading programs and advertised our new children's library.
- And finally once all the new books, furniture, and technology were in place, the library was ready to promote summer reading. Advertisements in the form of school newsletters, school flyers, and mailers sent to everyone in the Bagdad community, helped promote the summer reading program and the importance of year-round literacy.

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|------------------------------|--|--------------------------------------|--|
| Partners: | Partner One: Austin Templerley, Bagdad Elementary Principal & Tom Finnerty, Bagdad Middle School Principal Partner Two: Leah Wade, Bagdad Elementary school Librarian | Staffing: | Staff Person Position One – Tracie Loveall, Bagdad Community Librarian Staff Person Position Two – Gayla Hilton, Bagdad Community Assistant Librarian |
| LSTA Grant Award: | \$ 25,621.00 | Local Match (if any): | \$ 10,888.00 |
| Who was the audience? | Children in the community of Bagdad, Arizona | How many people participated? | Over 150 children participated |

Lessons Learned

- The evaluations showed an increase in participation in the Summer Reading program this summer. In fact, the participation doubled as compared to last summer. Also noted is the overall increase in patronage in the library. Through many advertisements and participating in local literacy events, the Bagdad Public Library has become more noticed in the community. Also, the new changes have made quite an impression. Children are excited to visit the library and are especially fascinated by the new children's space.
- The project exceeded my expectations. I never expected to build such a strong relationship with the local schools or for the active participation with our public library. Just last month, the school conducted several field trips to our library for grades K-8. The school's goal is familiarizing the students with another valuable resource in our town and to encourage literacy beyond the classroom walls.
- I don't think I would make any changes.
- My advice to other public libraries is to reach out to public schools in your area, especially in May before the start of the summer reading program. Schools do wish to promote literacy and are a great tool to advertise your upcoming program. If they share the same goal to prevent the summer reading slide, they might be willing to send out advertising flyers for the summer reading program or perhaps sponsor an activity. For example, the Bagdad Elementary school provided 8 tickets (and the transportation) to a Diamondbacks baseball game to the top readers in the summer reading program.



Building Better Communities, One Library at a Time

Project Name: Touch N Learn, Phase 2

Library Name: Yuma County Library District

Library Address: 2951 S 21st Dr, Yuma, AZ 85364

Project Director: Veronica Shorr

Email: veronica.shorr@yumalibrary.org

Project Description:

YCLD used the LSTA 2015 funds to expand the Touch N Learn Project. Two new science stations were constructed and placed at the San Luis and Somerton Branches. The purpose of the science stations is to increase digital literacy skills in the community. Understanding digital literacy at an early age is essential in preparing the youth of Yuma County to become successful members of society, as the reliance on digital modes of communication have significantly increased with new technologies. Through the science stations, YCLD is preparing our youth to have a greater chance of global participation in digital literacy

Key Steps:

- First, we purchased the iPads, locking docs, surge protectors, timers, apps, and furniture.
- Second, we downloaded and installed all the educational apps onto the 12 iPads.
- Third, we installed the science stations in the San Luis and Somerton Branches.
- Fourth, we held open houses at each branch to unveil the science stations.
- Fifth, children used the iPads for five months.
- Sixth, we evaluated the program for effectiveness through surveys and interviews.

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| Partners: | United Way Yuma PBS | Staffing: | Veronica Shorr Hannah Stewart |
| LSTA Grant Award: | \$20,528 | Local Match (if any): | \$12,237 |
| Who was the audience? | Children 5-12 | How many people participated? | 16,250 |

Lessons Learned

- What did your evaluations tell you?

The evaluations told us that the project was successful. Each science station had a high number of users which means that thousands of children gained science based knowledge, improved their literacy, and learned through play as a result of the two science stations.

- Did the project work the way you expected?

Phase three of the Touch N' Lean project worked exactly as we expected. The marketing and outreach endeavors were successful and the two science stations will be used by many more children for years to come.

- What changes would you make?

We would recommend organizational software to manage the iPads for occasional troubleshooting.

- What advice would you give to others

We would advise others to pursue similar undertakings. Technology is the gateway to knowledge. Libraries that incorporate technologies into their program repertoires will have a greater impact on the children in their community in terms of digital literacy.

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For more information about LSTA grants, visit
<http://www.azlibrary.gov/libdev/funding/lsta>



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Secretary of State
State of Arizona

