

**Kern County Library, Frazier Park Branch
Community Needs Assessment**

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Executive Summary

Frazier Park is located off Interstate 5, the primary corridor between Los Angeles and Sacramento. It is the “gateway” to seven mountain communities that stretch for 25 miles across the southern border of Kern County. While the area was originally developed as a seasonal resort and retirement community, the population base shifted substantially over the period of 1980 to 2000, and has more than doubled during that time, from 3,741 to 7,051—a number that is projected to increase by 273% to nearly 14,000 by the year 2020 over the 1980 population. Originally developed as a retirement and resort community, the region is now home to a growing number of low-income families seeking a reduced cost of living, especially in the Lebec, Frazier Park and Lake of the Woods communities. Over the past decade the area has also become home to a small but growing immigrant Latino community.

Between February of 2002 and January of 2003, 22 interviews and 19 focus groups were conducted with residents throughout the Mountain Communities. Another half-dozen individuals mailed in written comments, as well. Altogether, 610, or over 9% of residents currently living in the area participated in the needs assessment process, representing such disparate groups as the Mountain Communities Chamber of Commerce, a Weight Watchers group, a chess club, the local chapter of the American Association of Retired Persons and a local historical society, among others. Focus group and interview questions centered around a community vision for library services, location, architectural style and interior design, resources and materials, programs and services, and other needs.

In January 2003, Kern County Library administrative staff administered a 50-item survey to 204 students and 50 staff in the El Tejon Unified School District. The survey was designed to answer four questions: (1) What recommendations would students and school staff make for adding or expanding library services and resources?; (2) How would students and staff assess the *value* of the existing services and resources provided by the library?; (3) How would students and staff assess the *importance* of various services offered in the new library?; and (4) What are the barriers that prevent students and staff from using the library?

Definitive patterns and trends emerged from the data that fell into three categories: (1) Library facilities; (2) resources and materials; and (3) services and programs.

Library Facilities Nearly all participants envisioned a building that reflects a rustic mountain architectural style with a warm cozy interior and with artistic embellishments with a theme of nature. Most wanted the facility to serve as a community center, with space where classes could be taught, community meetings and art exhibits could be held, and family nights could be offered. Nearly all participants wanted the Library to maintain a computer lab where members of the community could access the Internet and where computer literacy classes could be taught. Most also envisioned separate areas for children and teens, with the children’s area designed to accommodate storytelling and the teen area designed with soundproof tutoring rooms that could accommodate 6 to 10 students and a tutor. Most participants thought the new Library should also have a small kitchen facility. The community considers the proposed site in Frazier Park an excellent location.

Resources and Materials There was general agreement that the library’s temporary leased facility’s holdings are inadequate. Requests for additional materials included books of all genres for all ages, reference materials, newspapers and periodicals. Participants also wanted more books on tape, Spanish-

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language materials, teen and children's magazines. Most groups wanted to have audio-visual listening and viewing centers, Microsoft office software, audio-visual equipment to support various program activities, and a fax machine and a copy center available to the public.

Other Programs and Services Nearly all of those who participated in the needs assessment emphasized the need for homework assistance, tutoring, research assistance, storytelling and reading programs and other enrichment activities. Nearly everyone also wanted to see a computer lab in the new facility, where students could conduct Internet research and community members of all ages could take computer literacy classes. Many groups mentioned the possibility of creating a distance- learning program in higher education. Nearly everyone wanted to see expanded hours of operation in the evenings and on weekends.

Also, based upon the findings of the school surveys, the following critical student needs were identified in order of importance, a computer/homework center with Internet access, career center, electronic databases, enrichment programs, and meeting space. More books and reference publications, space specifically for teens and children, school textbooks, and SAT prep sessions was also important to students. Student need for additional information, knowledge and skills to help them succeed, their need to increase their API test scores from 632 to 640 at the high school, from 724 to 724 at grades 4-8 and from 711 to 715 at the K-3 elementary school, and their need for professional reference and information assistance to better access library and database resources, became a natural outgrowth to the development of the "Cooperative Agreement for a Joint Venture Project that was agreed upon between The County of Kern and the El Tejon Unified School District to help address some of those needs. The 20 year agreement includes: a Computer Homework Center "Learning Lab"/Student Computer/Internet Docents, Homework Tutoring, Career Resources, Temporary Public Library Special Collections for Students, District-Supplied Core Curriculum Textbooks, SAT Prep Sessions at the Library, ComTec Academy Trainees, Shared Electronic Resources, and Enrichment literature-based programs. These services and programs will take place during all of the regular hours of opening at the time of opening of the new facility, since the library does not have an existing library.

The El Tejon Unified School District (ETUSD) currently serves over 1,400 students who live in the seven mountain communities. Their school age population is expected to double to 2,800 students by the year 2020. At this time, the District supports three schools with immediate plans for an additional school. The K-3 school is located in Frazier Park, grades 4-8 in another elementary school is located six miles away on property adjacent to the El Tejon Ranch off Interstate 5 and a high school serving grades 9 through 12 is located five miles from Frazier Park near the junction of Interstate 5 and the main highway leading into Frazier Park. The District staff and students are excited about this new joint venture with the Kern County Library and the possibilities it will provide to help improve student access to resources and services on the "hill" to ensure their success.

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Executive Summary of the Needs Assessment Methodology

Needs assessment data were collected through the use of key informant interviews, focus groups, and surveys of school personnel and students.

Description of Qualitative Methodology

Between February 2002 and January of 2003, focus groups and interviews were conducted with a wide variety of community members. Ten (10) key informant interviews were conducted with 12 individuals who were employed by the El Tejon Unified School District, the Gorman School District (Los Angeles County), and local charter schools. Another 12 key informant interviews were conducted with 15 community members who ranged in occupation from radio talk show host and business owner to a retired pastor and a local artist. Seven focus groups were conducted through the schools, representing a total of 132 teachers, students, school board members, and home school parents. Another 12 focus groups were conducted with a total of 197 community members. In order to attain as broad a community representation as possible, library staff contacted such disparate groups as the Mountain Communities Chamber of Commerce, a Weight Watchers group, a chess club, the local chapter of the American Association of Retired Persons and a local historical society. In addition, two community forums were scheduled through the library. Six individuals who were not able to participate in focus group sessions submitted written comments that have been incorporated into research findings.

Focus group questions centered around a community vision for library services, architectural style and interior design, resources and materials, programs and services, and other needs (e.g., meeting space, audio visual capability). Library personnel facilitated focus groups and notes were taken. Data were aggregated according to whether they came from school-based individuals and groups or from other segments of the community. Trends and patterns across groups are analyzed and reported below.

Description of Survey Methodology

In January 2003, Kern County Library administrative staff administered a 50-item survey to students and staff in the El Tejon Unified School District. The survey was designed to answer four questions: (1) What recommendations would students and school staff make for adding or expanding library services and resources?; (2) How would students and staff assess the *value* of the existing services and resources provided by the library?; (3) How would students and staff assess the *importance* of various services offered in the new library?; and (4) What are the barriers that prevent students and staff from using the library?

Surveys were conducted at all three schools in the El Tejon Unified School District. In total, 204 students participated in the survey. Sixty-six (66) students attended Frazier Park (K-3) Elementary, 71 students attended El Tejon (4-8) Elementary School, and 76 students attended Frazier Mountain High School. At Frazier Park Elementary, the survey was administered to 2nd and 3rd graders. However, 2nd graders were excluded from the analysis of the survey data because their surveys indicated possible response bias and a lack of understanding of the survey content. Consequently, the survey results discussed below are based on 171 students (excluding 33 2nd graders) and 50 district staff from El Tejon Elementary, Frazier Park Elementary, Frazier Mountain High, and the district office. The 50 staff surveyed included the

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superintendent, teachers, principals, Healthy Start and Head Start Program staff, a coordinator, a library clerk, a resource specialist, and a teacher's aide. Survey results were computed separately for students and staff, as well as by school for the students.

Respondent characteristics are included by school and location of residence in the mountain communities for both student and adult respondents. Most students included in this analysis were from El Tejon School (41.5%) and Frazier Mountain High School (44.4%). Over one-third of the staff (38%) that completed the survey was from El Tejon School. Over half of the students surveyed reside in the communities of Frazier Park (26.3%) and Pine Mountain Club (25.7%). These communities were home to the majority of staff respondents, as well, with 22% residing in Frazier Park and 22% residing in Pine Mountain Club.

Community Overview

Frazier Park is located off Interstate 5, the primary corridor between Los Angeles and Sacramento, in the mountains that separate the greater Los Angeles area from the San Joaquin Valley to the north. At 5,000 feet above sea level, Frazier Park is one of several mountain communities that have become home to an economically and socially diverse population suffering all the growing pains of rapid development and change. The "Mountain Communities" stretch for 25 miles across the southern border of Kern County into the Los Padres National Forest, and include Los Padres Estates, Lebec, Frazier Park, Lake of the Woods, Cuddy Valley, Pinon Pines, and Pine Mountain Club. While the area was originally developed as a seasonal resort and retirement community, the population base shifted substantially over the period of 1980 to 2000, growing from 3,741 to 7,051. State projections show this number increasing by 273% over the next 15 years. More people from the greater Los Angeles area have moved north seeking affordable housing, while some Kern County residents have sought a more rural living situation, either for the clean air and scenic mountain vistas or for the slower lifestyle. Many homes that were originally built as vacation getaways for the affluent are now year-round rentals. Over the past decade the area has also become home to a small but growing immigrant Latino community.

The Mountain Communities support a modest economic base. Local employment is comprised of small, single-proprietorship businesses that provide basic services and minimum wage employment. The nearest emergency medical facility, movie theater, and shopping center are 60 miles south, in Santa Clarita, or 60 miles north, in Bakersfield. The majority of working families have one or more adults commuting more than an hour each way to work, a situation made hazardous in the winter by ice and snow in the mountains and dense fog on the valley floor. Transportation and employment development remain ongoing areas of concern in this region.

A demographic and social profile of the Mountain Communities and the schools that serve them follows.

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Social and Demographic Profile of the Mountain Communities

Isolated amid picturesque mountains and valleys, the Frazier Park Branch of the Kern County Library serves 7,051 full-time residents of the Mountain Communities, a number that is projected to increase to nearly 14,000 by the year 2020. The service area covers 430 square miles. Table 1 provides a social and demographic profile of the region.

The Mountain Communities are home to a primarily white, middle class population, although the number of Latinos in the area has increased by 5% over the past decade. The area has a significantly larger percentage of senior citizens (55 and above) than either Kern County or the State as a whole (22.9% compared to 16.6% and 16.4%, respectively). Although the percentage of residents with college degrees lags behind both the State and the nation as a whole (27.6% compared to 33.5% and 31.1%, respectively), it is considerably higher than for the rest of Kern County (19.9%). Per capita income in the Mountain Communities (\$19,322) is lower than that of the nation (\$21,587), but is significantly higher than for Kern County as a whole (\$15,760) and significantly lower than for the State (\$22,711). The unemployment rate in the area is much lower than for the County (7.2% compared to 13.5%), and this is reflected in the lower poverty rate, as well (11.6% compared to 20.7% for Kern County and 12.5% for the nation). Median property value in the area (\$117,000) is far below the State level (\$211,500).

Table 1. Demographic and Social Characteristics of the Mountain Communities (Compared to County, State and National Data*)					
Characteristics		Mountain Communities	Kern County	California	U.S.
Gender	Male	50%	51.3%	49.8%	49.1%
	Female	50%	48.7%	50.2%	50.9%
Race/Ethnicity	White	86.1%	51.8%	59.5%	75.1%
	Hispanic	13.1%	38.4%	32.4%	12.5%
	Other	.8%	9.8%	18.1%	12.4%
Age	0-17	28.0%	31.9%	27.3%	25.7%
	18-54	49.1%	51.5%	56.3%	53.3%
	55+	22.9%	16.6%	16.4%	21.0%
Education	< High school	16.5%	31.5%	23.8%	18.6%
	High school/GED	32.7%	25.8%	19.9%	28.9%
	Some college	29.2%	23.1%	22.7%	21.3%
	College degree	27.6%	19.9%	33.47%	31.1%
Households w/ Children Under 18		26.0%	28.0%	23.7%	22.9%
Average household size		2.6	3.3	2.9	2.5
Per capita income		\$19,322	\$15,760	\$22,711	\$21,587
Unemployment rate**		7.2%	13.5%	6.5%	5.7%
Median Property Value		\$117,00	\$93,300	\$211,500	\$119,600

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*2000 U.S. Census **California State Employment Development Department Jan. 2003

While no statistics are available for the Frazier Park service area, according to information from the Kern Adult Literacy Council, about 25% of residents in Kern County read at only a 4th grade level, or are functionally illiterate. Despite the relatively high education level of residents in the Mountain Communities, 16.5% of adults do not have a high school diploma, which is one indicator of a low literacy rate. A growing number of non-English speakers contribute to the problem of adult literacy, which in turn limits job opportunities and the potential for economic upward mobility.

Description of the Local Schools

The El Tejon Unified School District currently serves over 1,400 students that live in the Mountain Communities. The District supports three schools; an elementary school serving grades Kindergarten through 3 located in Frazier Park, an elementary school serving grades 4 through 8 located six miles away on property adjacent to the El Tejon Ranch on Interstate 5, and a high school serving grades 9 through 12 located five miles from Frazier Park at the junction of Interstate 5 and the main highway leading into Frazier Park. Nearly 90% of the students attending these schools ride the bus.

Table 2 provides a demographic profile of students. All three schools serve a primarily white student population, although the District's Hispanic population has increased significantly over the past decade. Frazier Park Elementary served 349 K-3 students during the 2001-2002 school year, the most recent year for which data are available. Of these, 10.2% received Cal Works funding (formerly AFDC) and 41.9% qualified for the Free and Reduced Meals program. The school's annual mobility rate runs about 30%. El Tejon Elementary served 561 students in grades 4-8, of whom 5.6% received Cal Works funds and 36.3% qualified for Free and Reduced Meals. Frazier Mountain High School served 457 students, of whom 6.6% received Cal Works and 23.1% qualified for Free and Reduced Meals. The gender and ethnic breakdown of students at these sites is contained in Table 2 below. All data are taken from CBEDS.

Table 2. El Tejon Unified School District Student Demographic Profile (CBEDS, 2001-2002)					
		Frazier Park Elementary (K-3)	El Tejon Elementary (4-8)	Frazier Mountain High (9-12)	District Totals
Gender	Male	183 (52.4%)	278 (49.6%)	245 (53.6%)	706 (51.6%)
	Female	166 (47.6%)	283 (50.4%)	212 (46.4%)	661 (48.4%)
Race/Ethnicity	White	305 (87.4%)	431 (76.8%)	387 (84.7%)	1,123 (82.2%)
	Hispanic/Latino	38 (10.9%)	55 (9.8%)	43 (9.4%)	136 (9.6%)
	African American	2 (0.6%)	5 (0.9%)	1 (0.2%)	8 (0.6%)
	Asian/PI/Filipino	2 (0.6%)	4 (0.8%)	0 (0.0%)	6 (0.4%)
	Native American	2 (0.6%)	6 (1.1%)	5 (1.1%)	13 (1.0%)
	Multiple or Other	0 (0.0%)	60 (10.7%)	21 (4.6%)	81 (5.9%)
Free and Reduced Lunch Program		160 (41.9%)	199 (32.8%)	109 (23.1%)	468 (34.0%)
Cal Works		39 (10.2%)	34 (5.6%)	31 (6.6%)	104 (7.5%)

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Stanford 9 test scores (Table 3) show that students in the El Tejon School District score comparably to the rest of the State in grades 2, 10 and 11 (with the exception of 11th grade math, in which they score much lower), but exceed State averages significantly in most subject areas between grades 3 and 9. Table 4 provides the 2001 Academic Performance Index (API) Base for the three schools, based on Stanford 9 standardized test scores. All data are taken from CBEDS.

Table 3.
El Tejon Unified School District Stanford 9 Test Results Compared to State Results
(% of Students Scoring At or Above the 50th National Percentile Ranking, 2001-2002)

Grade	Reading		Math		Language		Social Science	
	District	State	District	State	District	State	District	State
2	49%	53%	72%	62%	60%	55%	--	--
3	72%	47%	78%	62%	60%	53%	--	--
4	58%	49%	69%	58%	61%	57%	--	--
5	69%	46%	66%	57%	64%	55%	--	--
6	63%	48%	72%	60%	63%	56%	--	--
7	72%	48%	69%	52%	87%	57%	--	--
8	66%	49%	61%	50%	78%	52%	--	--
9	40%	34%	60%	52%	59%	53%	51%	46%
10	35%	34%	43%	46%	46%	42%	45%	37%
11	37%	37%	37%	47%	48%	50%	63%	59%

*Kindergarten, 1st grade and 12th grade are not tested

Table 4.
El Tejon Unified School District
2001 Academic Performance Index (API) Base

School	STAR Percent of Students Tested	# of Students included in the API	2001 API	2001 State-wide Rank	2001 Similar Schools Rank	2001-2002 Growth Target	2002 API Target
Frazier Park (K-3)	100	163	711	6	4	4	715
El Tejon (4-8)	100	473	724	7	8	4	728
Frazier Mountain High (9-12)	91	277	632	5	5	8	640

The El Tejon School District places a high priority on involving students in service learning and community service projects. In the past, Kindergarten students have worked with the local Meals on Wheels program, and 2nd grade classes participated in reforestation efforts with the U.S. Forest Service. Frazier Mountain High School offers a peer helping class in which students are trained to assist K-12 students in social skills development and conflict management. The high school recently started a technology-based career academy and became a Virtual Enterprise site. All three school sites have Internet access provided free-of-charge by a local business.

An estimated 100 to 150 students living in the Mountain Communities attend charter schools or are home schooled. Data for this group were not available locally and are not included in this

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school report, although home school and charter school students are regular users of the public library and are included in the results of the community focus group surveys.

Needs Assessment Methodology

Needs assessment data were collected through the use of key informant interviews, focus groups, and surveys of school personnel and students.

Description of Qualitative Methodology

Between February 2002 and mid January of 2003, focus groups and interviews were conducted with a wide variety of community members. Ten (10) key informant interviews were conducted with 12 individuals who were employed by the El Tejon Unified School District, the Gorman School District (Los Angeles County), and local charter schools (see Table 5). Another 12 key informant interviews were conducted with 15 community members who ranged in occupation from radio talk show host and business owner to a retired pastor and a local artist (see Table 6). Seven focus groups were conducted through the schools, representing a total of 132 teachers, students, school board members, and home school parents. Another 12 focus groups were conducted with a total of 197 community members. In order to attain as broad a community representation as possible, library staff contacted such disparate groups as the Mountain Communities Chamber of Commerce, a Weight Watchers group, a chess club, the local chapter of the American Association of Retired Persons and a local historical society. In addition, two community forums were scheduled through the library. Six individuals who were not able to participate in focus group sessions submitted written comments that have been incorporated into research findings.

Focus group questions centered around a community vision for library services, architectural style and interior design, resources and materials, programs and services, and other needs (e.g., meeting space, audio visual capability). Library personnel facilitated focus group meetings and notes were taken. Data were aggregated according to whether they came from school-based individuals and groups or from other segments of the community. Trends and patterns across groups are analyzed and reported below.

Interviews	#	Focus Groups	#
School board members	2	School board attendees	29
School district superintendent	1	Frazier Park & Frazier Mountain teachers	26
El Tejon School teacher	1	El Tejon School students	25
El Tejon School principal	1	El Tejon School teachers	28
Frazier Park School principal	1	Frazier Park School students	7
Preschool administrator/owner	1	Frazier Mountain High teachers and students	12
Gorman School District staff	2	Mennonite Community home schoolers	5
Pine Mountain Charter School teacher	1		
Mountain Communities Charter School teacher	1		
California Charter Schools teacher	1		
Total Number of Individuals	12	Total Number of Individuals	132

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Interviews	#	Focus Groups	#
Healthy Start coordinator	1	Community meeting, Frazier Park Library	25
Adult literacy tutor	1	Community meeting, Frazier Park Library	5
Staff, El Tejon State Historic Park	2	Computer Users Group, Lake of the Woods	4
Coffee cantina owner	1	Mountain Memories Board, Frazier Park	10
Retired pastor	1	Pine Mountain Club Board meeting	32
Local artist	1	Weight Watchers group, Frazier Park	8
Radio talk show staff	3	Frazier Park Chess Club	15
Kern County Supervisor	1	Ridge Route Historical Society & Museum	15
Kern Adult Literacy Council admin.	1	Alcoholic Anonymous meeting	5
Independent Living Center admin.	1	Mountain Communities Chamber of Commerce	15
Library technician, Frazier Park	1	Frazier Park AARP	39
Pine Mountain Lions Club member	1	Pine Mountain Scrappers Quilt Club	24
Total Number of Individuals	15	Total Number of Individuals	197

Description of Survey Methodology

In January 2003, Kern County Library administrative staff administered a 50-item survey to students and staff in the El Tejon Unified School District. The survey was designed to answer four questions: (1) what recommendations would students and school staffs make for adding or expanding library services and resources? (2) How would students and staff assess the *value* of the existing services and resources provided by the library?; (3) How would students and staff assess the *importance* of various services offered in the new library?; and (4) What are the barriers that prevent students and staff from using the library?

Surveys were conducted at all three schools in the El Tejon Unified School District. In total, 204 students participated in the survey. Sixty-six (66) students attended Frazier Park (K-3) Elementary, 71 students attended El Tejon (4-8) Elementary School, and 76 students attended Frazier Mountain High School. At Frazier Park Elementary, the survey was administered to 2nd and 3rd graders. However, 2nd graders were excluded from the analysis of the survey data because their surveys indicated possible response bias and a lack of understanding of the survey content. Consequently, the survey results discussed below are based on 171 students (excluding 33 2nd graders) and 50 district staff from El Tejon Elementary, Frazier Park Elementary, Frazier Mountain High, and the district office. The 50 staff surveyed included the superintendent, teachers, principals, Healthy Start and Head Start

Characteristic/	Students (n=171)	Adults (n=50)
School		
Frazier Park	14.0	28.0
El Tejon	41.5	38.0
Frazier Mountain High	44.4	18.0
District Office	N/A	6.0
Other	N/A	2.0
Did not indicate	0.0	8.0
Residence		
Frazier Park	26.3	22.0
Lebec	12.9	8.0
Los Padres Estates	2.3	4.0
Lake of the Woods	8.8	8.0
Pinon Pines	8.2	10.0
Cuddy Valley	0.6	6.0
Pine Mountain Club	25.7	22.0
Lockwood Valley	5.8	8.0
Other	3.5	4.0
Did not indicate	5.8	8.0

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Program staff, a coordinator, a library clerk, a resource specialist, and a teacher’s aide. Survey results were computed separately for students and staff, as well as by school for the students. Table 7 above provides data regarding school and residence for both student and adult respondents. Most students included in this analysis were from El Tejon School (41.5%) and Frazier Mountain High School (44.4%). Over one-third of the staff (38%) who completed the survey were from El Tejon School. Over half of the students surveyed reside in the communities of Frazier Park (26.3%) and Pine Mountain Club (25.7%). These communities were home to the majority of staff respondents, as well, with 22% residing in Frazier Park and 22% residing in Pine Mountain Club.

Needs Assessment Findings

This section of the report contains (1) an analysis of survey, interview and focus group data from the schools, (2) an analysis of interview and focus group data from the community, and (3) patterns and trends across the data.

Needs Assessment Findings from the Schools (K-12)

Data from the schools are reported in two parts. Section 3.1a examines survey findings, while Section 3.1b provides an analysis of qualitative data collected through key informant interviews and focus groups.

Table 8. Access to Resources		
	Students (n=171)	Adults (n=50)
Library Card Holder		
Yes	56.7	92.0
No	42.1	6.0
Did not indicate	1.2	2.0
Computer Access at Home		
Yes	90.1	96.0
No	8.8	2.0
Did not indicate	1.2	2.0
Internet Access at Home		
Yes	78.9	96.0
No	19.3	4.0
Did not indicate	1.8	0.0
Telephone at Home		
Yes	96.5	100.0
No	3.5	0.0
Did not indicate	0.0	0.0

Analysis of Survey Results

Table 8 examines both students’ and adults’ access to telephone, computer and Internet at home, as well as whether the respondent held a library card. The overwhelming majority of staff respondents (92%) indicated that they had a library card, while only a little over half (56.7%) of all students indicated that they had a library card. The great majority of both students (90.1%) and adults (96%) indicated that they had computer access at home, but only 78.9% of the students indicated that they had Internet access at home, compared to 96% of the adults. All of the staff respondents indicated that they had a telephone at home, and only about 3.5% of students indicated that they did not have a telephone at home.

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Respondents were asked to indicate when were the most convenient times for them to visit the library. Table 9 compares student and adult responses. Half of the students who participated in the survey indicated that Saturday was the most convenient time for them to visit the library. The majority of adults (60%) also picked Saturday. However, 60% of adults responding to the survey also chose weekday evenings as the most convenient time to visit the library.

Table 9. Comparison of Adult and Student Responses Regarding the Most Convenient Time to Visit the Library		
	<u>Students</u> (n=171)	<u>Adults</u> (n=50)
Weekday afternoons	38.0%	30.0%
Weekday evenings	36.3%	60.0%
Saturdays	50.3%	60.0%
Sundays	33.9%	24.0%

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Table 10. Most Convenient Time to Visit the Library by School			
	Frazier Park Elementary (n=38)	El Tejon (n=90)	Frazier Mountain High (n=85)
Weekday afternoons	39.5	40.0	31.8
Weekday Evenings	28.9	42.2	44.7
Saturday	68.4	48.9	49.4
Sunday	44.7	31.1	28.2

Table 10 shows a breakdown of the data by school site. Students and staff at all three schools selected Saturday most often. Sunday was selected more often among students and staff at Frazier Park Elementary than among students and staff at El Tejon or Frazier Mountain High. El Tejon and Frazier Mountain High students and staff were more likely than Frazier Park students and staff to select weekday evenings as a convenient time to visit the library.

Two sets of analyses follow below. The first set of analyses compare student and staff responses, while the second set of analyses reports responses by school.

Comparison of Student and Staff Survey Responses

Table 11 shows the services that adults and students thought should be added or expanded to the library. There were four services that students perceived as highly needed. In order of importance, these included Internet access (95.3%), more computers (94.7%), audio/visual materials (videos, CD's, DVD's, and cassettes; 93.0%), and a Career Center (information on jobs, careers, colleges; 90.0%). Additionally, students wanted more books (89.5%), *teen* books (88.9%), space specifically set aside for teens (88.3%), school text books (86.5%) and SAT prep sessions available through the library (82.5%). Of least concern to teens was the acquisition of more newspapers (45%), followed by trainers in Microsoft office (55%) and student Internet tutors (57.9%).

The greatest need identified by adults was the acquisition of more books (96%). Adults also wanted more electronic databases to look up magazine/journal articles (86%) and computers with software to improve reading and writing skills (86%). Adults were least concerned about student Internet tutors (44%), keyboarding (46%), and career counseling (52%).

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Table 11. Percent of Adults and Students Indicating that Services Need to be Added or Expanded		
	% of Students (n = 171)	% of Adults (n = 50)
Books	89.5	96.0
Newspapers	45.0	62.0
Magazines	78.4	76.0
Audio-visual materials videos, CD's, DVD's, cassettes	93.0	80.0
Later hours of opening during the week	80.1	82.0
More staff to help you	62.6	64.0
Computers	94.7	82.0
Homework center	76.6	84.0
Spanish language materials	57.3	64.0
Training on how to use library resources and conduct research	55.6	74.0
Personal one-on-one tutoring	59.6	62.0
Keyboarding	69.6	46.0
Word processing/desktop publishing	72.5	64.0
Online tutoring	60.8	60.0
Distance education-Online instruction college/traffic school/other	77.2	66.0
Reference books	84.2	82.0
Reading/writing/math instruction	71.9	60.0
Meeting space and space for small group instruction	73.1	76.0
Computer training (basic to advanced skill levels in word processing, Internet use, excel, publishing, keyboarding)	69.0	72.0
Computers with software to improve reading and writing skills	76.0	86.0
English as a Second Language training for adults	63.2	72.0
Student tutors or mentors	67.3	72.0
Specialized print & electronic resources to help you with your schoolwork	81.9	70.0
Reserved computer time	67.3	60.0
Library help aids such as lists of web sites, bibliography, pathfinders on various topics	80.7	76.0
Temporary reserves or limited checkout of materials for class/project books	72.5	72.0
Career Center (information on jobs, careers, colleges)	90.0	68.0
Career counseling	70.8	52.0
Resume assistance, online job postings, and interview training	77.2	60.0
Internet access	95.3	82.0
Table 11. (continued)		

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	% of Students (n = 171)	% of Adults (n = 50)
Teen books	88.9	78.0
Teen space	88.3	66.0
Private space for 2 for tutoring	67.3	70.0
School textbooks at the library	86.5	66.0
Student Internet tutors	57.9	44.0
SAT prep sessions at the library	82.5	72.0
Microsoft office user (MOUS) trainers	55.0	50.0
Electronic Databases to look up magazine/journal articles	79.5	86.0
Teacher assistance after school at the library	57.3	56.0

Overall, student and staff responses were relatively similar in terms of which services they thought the library should add or expand. However, certain services geared primarily for either teachers or students resulted, as expected, in disparate responses between students and adults. For example, more students (88.3%) than adults (66%) thought that there should be more teen space in the library. Similarly, more students (70.8%) than adults (52%) indicated that they wanted career counseling services. On the other hand, nearly three-quarters of staff respondents wanted more training on how to use the library resources and conduct research, while only 56% of students felt the same way.

**Table 12.
Library Services Considered Most Valuable by Students and Adults**

Services	Students (n = 171)	Adults (n = 50)
Books	76.6	88.0
Reference books	55.6	62.0
School support	35.7	26.0
Computers	72.5	28.0
Staff help	31.6	34.0
Internet access	68.4	18.0
Electronic databases	35.1	24.0
Magazines	37.4	16.0
Music CD's	50.9	4.0
DVD's and videos	54.4	18.0
Cassettes	21.1	6.0
Borrowing books and materials form other libraries	42.7	46.0

Students and adults were asked which library services or resources they perceived as being the most *valuable*. Their responses are detailed in Table 12 above. The top two services that students most commonly marked as being most valuable were books (76.6%) and computers (72.5%). The top two services that adults indicated as being most valuable were books (88%)

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and reference books (62%). Overall, the acquisition of more books seemed to be considered the most valuable by both staff and students.

Three major differences emerged between students and staff in terms of their ranking of the value of particular services. For one, students and adults differed in their perception of the value of computers in the library. The majority (73%) of students thought that computers were highly valuable, but only 28% of adults indicated that computers were highly valuable. Along the same lines, only 18% of adults thought that Internet access was highly valuable, while over two-thirds (68%) of the students thought that Internet access was highly valuable. Finally, while only 4% of adults indicated that music CD's were one of the most valuable resources in the library, over half (51%) of the students thought that CD's were among the most valuable resources in the library.

Students and adults were asked to give reasons of why they do not use the Frazier Park Branch Library. Results are contained in Table 13 below. Students gave three primary reasons for not using the library: lack of transportation (50.9%), lack of time (57.9%), and the library not being open when needed (56.7%). Sixty-two percent (62%) of staff indicated that their main reason for not using the library was because it was not open at a time when they needed it. Distance seemed to be more of a problem for students, with 42.1% indicating that distance was one of the reasons they don't use the library compared to 4% of adults. Overall, the main barrier to using the library as identified by students and staff was that the library was not open at a convenient time.

Table 13. Reasons Why Adults and Students Do Not Use the Frazier Park Branch Library		
	Students (n = 171)	Adults (n = 50)
Lack of transportation	50.9	6.0
Lack of time	57.9	26.0
The library is not open when I need it	56.7	62.0
Crowded	26.3	14.0
Fees/I owe money	18.7	2.0
Distance	42.1	4.0
Not sure how to use library	8.2	4.0

Table 14 presents student and adult responses to a request to rank library services in order of importance. The most important service according to students (94.2%) and adults (90%) was the computer lab. With the exception of the computer lab and career center, a greater percentage of staff members than students ranked every service as important, even when the service was geared toward students. For example, while 78.9% of students thought the homework center was important, 88% of adults rated it so. Only 48.5% of student respondents ranked literacy tutoring as important, compared to 76% of adults.

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Services	% of Students (n=171)	% of Adults (n=50)
Computer lab	94.2	90.0
Homework center	78.9	88.0
Career Center	76.0	70.0
Electronic database	70.8	84.0
Meeting space for programs	65.5	78.0
Family/caregiver literacy tutoring	48.5	76.0
Cultural/recreational/informational/education programs	66.1	88.0

Comparison of Responses by School

After comparing student and adult responses, an analysis was run to compare responses by school. Three schools are included in this analysis: Frazier Park Elementary (n=38), El Tejon (n=90), and Frazier Mountain High (n=85). Table 15 gives a breakdown of the library services that students and staff thought should be added or expanded by school.

Overall, survey respondents at all three schools responded similarly. The majority of respondents from all three sites wanted to see more books in the library. Over 90% of the respondents from all three schools wanted Internet access to be added or expanded.

Respondents from Frazier Park School wanted to see three major services added or expanded: computers with software to improve reading and writing skills (94.7%), a Career Center with information on jobs, careers, colleges (89.5%), and Internet access (95%). El Tejon School respondents wanted to see more books (93.3%), audio-visual materials, videos, CD's, DVD's, cassettes (94.3%), and Internet access (92.1%). Most respondents from Frazier Mountain High (96.4%) wanted to see the library expand or add computer services.

A few notable differences in responses between schools are evident. For example, only 53.8% of the respondents from the high school were likely to want more staff help; while 71.4% of respondents from Frazier Park and 71.9% from El Tejon wanted more staff help. A similar pattern was observed for reserved computer time. About 74% of respondents from Frazier Park and El Tejon Schools wanted more reserved computer time, while only 54.9% of respondents from the high school wanted more the same thing. On the other hand, 91.5% of respondents from the high school wanted to see more school textbooks at the library, compared to 67.6% of Frazier Park respondents and 86.4% of El Tejon respondents.

Service	Frazier Park Elementary (n=38)	El Tejon Elementary (n=90)	Frazier Mountain High (n=85)
Books	89.2	93.3	91.6
Newspapers	52.8	45.3	55.6
Magazines	86.1	73.6	84.1

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Audio-visual materials videos, CD's, DVD's, cassettes	86.5	94.3	90.5
Later hours of opening during the week	89.2	87.5	73.5
More staff to help you	71.4	71.9	53.8
Computers	89.5	91.1	96.4
Homework center	72.2	86.5	75.9
Spanish language materials	62.9	48.3	69.9
Training on how to use the library resources and conduct research	67.6	64.8	52.5
Personal one-on-one Tutoring	74.3	63.3	56.6
Keyboarding	75.0	69.3	60.2
Word processing/desktop publishing	64.9	78.4	67.9
Online tutoring	67.6	60.5	59.0
Distance education-Online instruction college/traffic school/other	63.2	75.9	80.7
Reference books	81.6	88.6	81.9
Reading/writing/math instruction	71.1	74.7	66.7
Meeting space & space for small group instruction	76.3	78.2	69.0
Computer training (basic to advanced skill levels in word processing, Internet use, excel, publishing, keyboarding)	78.9	69.3	68.7
Computers with software to improve reading and writing skills	94.7	80.9	67.9
English as a Second Language training for adults	78.9	64.4	61.9
Student tutors or mentors	78.9	71.6	61.0
Specialized print and electronic resources to help you with your schoolwork	89.2	81.6	76.8
Reserved computer time	73.7	73.9	54.9
Library help aids such as lists of web sites, bibliography, pathfinders on various topics	83.8	87.4	72.6
Temporary reserves or limited checkout of materials for class/project books	81.1	80.5	63.9
Career Center (information on jobs, careers, colleges)	89.5	88.6	85.4

Table 15. (continued)

Service	FrazierPark Elementary (n=38)	EITejon Elementary (n=90)	Frazier Mountain High (n=85)
Career counseling	78.9	62.5	71.6
Resume assistance, online job postings, and interview training	60.5	79.3	76.8
Internet access	94.7	92.1	95.2
Teen books	89.2	89.8	87.8
Teen space	86.5	86.4	85.2
Private space for 2 for tutoring	77.1	70.8	63.9
School textbooks at the library	67.6	86.4	91.5
Student Internet tutors	67.6	55.8	50.0

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SAT prep sessions at the library	67.6	86.4	82.9
Microsoft office user (MOUS) trainers	62.2	55.2	51.2
Electronic databases to look up magazine/journal articles	81.6	84.3	79.3
Teacher assistance after school at the library	62.2	58.1	57.8

Table 16 shows the breakdown of the services that were considered most valuable by school. Overall, the provision of books was the service most commonly marked as the most valuable (Frazier Park, 78.9%; El Tejon, 80%; and Frazier Mountain High, 76.5%). the service least valued by the respondents at Frazier Park was the provision of electronic databases; only 21.1% of respondents thought that this service was valuable. Only 15.6% of El Tejon and 12.9% of Frazier Mountain High respondents indicated that they valued cassettes

Table 16. Library Services Respondents Considered Most Valuable, by School			
	FrazierPark Elementary (n=38)	EITejon Elementary (n=90)	Frazier Mountain High (n=85)
Books	78.9	80.0	76.5
Reference books	44.7	53.3	63.5
School support	39.5	40.0	23.5
Computers	44.7	66.6	69.4
Staff help	36.8	37.8	21.2
Internet access	31.6	58.9	69.4
Electronic databases	21.1	34.4	35.3
Magazines	36.8	35.6	30.6
Music CDs	47.4	43.3	37.6
DVD's and videos	60.5	47.8	40.0
Cassettes	34.2	15.6	12.9
Borrowing books and materials from other libraries	55.3	45.6	36.5

in the library. There were very few major differences between schools. Most of the differences in responses were observed between the respondents from the Frazier Park and Frazier Mountain High. For example, 69.4% of the respondents from the high school and only 31.6% of the respondents from the elementary school indicated that they valued Internet access.

Table 17. Barriers to Using the Frazier Park Branch Library, by School			
	FrazierPark Elementary (n=38)	EITejon Elementary (n=90)	Frazier Mountain High (n=85)
Lack of transportation	34.2	41.1	45.9
Lack of time	60.5	47.8	51.8
The library is not open when I need it	78.9	62.2	42.3
Crowded	39.4	21.1	17.6

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Fees/I owe money	31.6	13.3	10.6
Distance	36.8	38.8	29.4
Not sure how to use library	15.8	3.3	7.1

Table 17 above presents the reasons that respondents gave for not using the library. Similar to the analysis between adults and students, the most common reason that respondents across all schools gave for not using the library was that the library was not open at times that they need it. About 79% and 62% of Frazier Park and El Tejon respondents, respectively, indicated that the reason they didn't use the library was because it was not open at a time they needed it. Only slightly more than half of respondents from Frazier Mountain High indicated that the library was not open at hours convenient to them. About 52% of the respondents from the high school indicated that lack of time is the main reason they don't use the library, while 45.9% indicated that transportation keeps them from using the library. The least common reason that respondents from all schools gave for not using the library was because they didn't know how to use the library.

Table 18. Reported Importance of Library Services by School			
	Frazier Park Elementary (n=38)	El Tejon Elementary (n=90)	Frazier Mountain High (n=85)
Computer lab	92.1	90.0	96.5
Homework center	73.7	81.1	83.5
Career Center	73.7	67.8	77.8
Electronic database	78.9	74.4	68.2
Meeting space for programs	73.7	70.0	61.2
Family/caregiver literacy tutoring	73.7	52.2	45.9
Cultural/recreational/informational/ education programs	78.9	67.8	68.2

Table 18 displays the perceived importance of specific library services. Two main services were considered important across all three schools: the computer lab and the homework center. The majority of the respondents (Frazier Park, 92.1%; El Tejon, 90%; and Frazier Mountain High, 96.5%) thought that the computer lab in the library was important. There appears to be a bias in the elementary responses, as the majority of respondents indicated that every service was important. The library service that El Tejon and Frazier Mountain High respondents were least likely to perceive as being important was the family/caregiver literacy tutoring, with 52.1% and 45.9% of respondents, respectively, indicating that this service was important.

Synopsis of Interview and Focus Group Data

A variety of administrators, teachers, board members and students participated in focus groups and key informant interviews. Most participants agreed on a vision of the Frazier Park Branch of the Kern County Library as a "community learning center" that will accommodate a wide range

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of library-related services and provide meeting space and public performance space for the community, as well.

Participants generally agreed that the projected site for the new library facility is an excellent one, and liked its central location, although some individuals wanted a book-mobile in addition to the new facility as a means of addressing the transportation problem faced by many senior citizens and students. There was general consensus that the new building should be the rustic mountain architectural style in keeping with the mountain setting; suggestions included a log cabin or stone structure with a “rustic” appearance, and a porch or veranda area where people could sit, read, and enjoy the scenic surroundings.

Suggestions for interior design also focused on a “mountain theme” that was warm and cozy, with a separate children’s area, a separate teens area, comfortable seating, and a functional design for technology use. The need for community meeting space was mentioned in nearly all the groups and interviews, with estimates of space need ranging from accommodation for 60 to 120. The need for a tutoring area was also mentioned, as was a group study area. Elementary school students wanted to see a computer lab incorporated into the interior design. Some adults agreed on the need for a basic kitchen facility, while some wanted to see a Starbucks Coffee counter incorporated into the library facility.

Participants discussed resource and materials needs at length. Generally, concerns fell into two main areas: (1) books and magazines, and (2) technology. Each of these is discussed briefly below.

Nearly all participants agreed that the current library facility’s holdings are inadequate. Adults expressed the need for more books for all ages, as well as up-to-date reference materials, newspapers (including the Wall Street Journal and the New York Times) and magazines. They also requested American Sign Language materials, books on tape, parenting materials, Spanish-language books and ESL materials, materials relating to the indigenous Native American population, and children’s magazines such as Ranger Rick and National Geographic for Kids. Youth participants concurred in wanting more books and magazines geared toward young people.

Technology was a focus among most school-based groups. Nearly everyone wanted to see more computer stations, scanners and printers, and to have Internet access through the library. Teachers were eager see the technology in place for distance learning, and several groups mentioned wanting audio visual listening and viewing centers, PowerPoint and rear screen projectors, a projection screen, and a DVD player and television. The students who mentioned wanting a computer lab also wanted computer programs to help them with history, math and spelling, and some wanted video games, as well. Students from one school wanted copy machines and a fax machine to be available through the Library.

Finally, groups addressed additional programs and services they would like to see made available through the Library. These generally fell under the headings of educational programs and services, and enrichment activities. Students in particular, but many adults as well, asked for a computer center through which distance learning and tutoring programs could be accessed and where computer literacy classes could be taught. Students wanted a once-a-month class on how to use library resources, including tutoring and homework assistance programs. Both adults and young students favored storytelling programs, author visits, and a summer reading program; and adults and older students hoped to have poetry readings and literature enrichment programs offered. One teacher recommended that a community lecture series be offered

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through the library, and another wanted to see vocational and career resources made available. Some adults thought an after-school homework center and high school students agreed on the need for a place to “meet, chat and do homework.” A few individuals suggested that school staff be made available through the library during certain after-school hours to assist students in completing homework and conducting research. One group wanted to have income tax forms available through the Library. Many people wanted to see expanded hours of operation in the evening and on the weekend.

Needs Assessment Findings from the Community

Library staff made every effort to ensure that the perspectives and opinions of all segments of the community were represented in the needs assessment by conducting a variety of interviews and focus groups in diverse settings throughout the Mountain Communities. Library staff held two community meetings at the current temporary library facility that drew over 30 participants, and also conducted focus groups with such diverse groups as the local chapter of the American Association of Retired Persons (AARP), members of an Alcoholics Anonymous group, a local quilting club, a local Weight Watchers meeting, a chess club, and the Chamber of Commerce, among others. Individuals with disabilities were also interviewed, along with business owners, a radio talk show host, a local firefighter, and others (see Tables 5 and 6).

Many of the opinions solicited from members of these groups coincided closely with suggestions offered by school staff and students. For example, community participants agreed that the projected site for the new library facility is an excellent one, but like the school-based participants, also wanted a bookmobile available to serve those without transportation—particularly those in the Pine Mountain Club area. Consensus existed between community members and school staff and students that new building should be a rustic mountain architectural style; however, many community respondents were even more definitive regarding the style of building and the materials that should be used. One person, for example,

recommended that the building have tongue-and-groove plank siding in cedar with a natural, clear coat finish, and an exposed aggregate rock wall in native stone. Another wanted a post-and-beam style with large windows that would let in plenty of natural light, as well as skylights, an atrium and reading balconies. Yet another person recommended that different architectural options be examined that maximize energy efficiency. Several individuals suggested the use of the design principles *feng shui* in both the interior and exterior design of the building. Participants in one group recommended that the exterior design include a hitching post for the many people in the community who ride horses, a dog post, bike racks, and motion sensor lighting for security purposes.

Suggestions for interior design were weighted heavily in favor of “lots of windows to let in the light,” with a combination of wood and tile floors and carpeting. Many participants agreed with the school staff and students that the library should have separate areas for children and teens, defined space for children’s programs and storytelling, and comfortable seating for readers throughout. Meeting space was a less prominent concern than among the school-based groups, but was still mentioned often. Those who did believe community space was important wanted meeting space for up to 125, with a built-in projector screen and a platform for small theater performance. Study cubicles and small, sound proof rooms for tutoring sessions were

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discussed, and most people wanted a computer lab that would provide Internet access and a setting for computer literacy classes. In at least one group, participants believed it would be useful to have separate computer labs for adults and children. While several people thought the building should have kitchen facilities, others opted for a Starbucks or other vending center either inside or adjacent to the facility. In one group storage for coats and boots, skateboards and school textbooks were also recommended.

Community participants had less feedback regarding resources and materials than the school-based participants, although they agreed that the library needed to collect far more books, magazines, newspapers, videos and books on tape. Community participants focused instead on programs and services they would like to see offered through the Library. As was the case among school staff and students, these generally fell under the headings of educational programs and services, and enrichment activities.

Community members appeared to be as concerned as school staff about having relevant educational services for children available through the Library. Community members emphasized the need for homework assistance, tutoring, research assistance, and storytelling and reading programs. Community members placed equal emphasis, however, on the need for adult education programs. Participants across many of the community groups felt that the Library was an appropriate venue for adult literacy classes, computer training, and distance learning programs, as well as for English as a Second Language (ESL) classes for the small but growing number of non-English speakers in the area. Only 14% of the 39 senior citizens participating in the AARP focus group currently own computers and/or know how to operate a computer; most indicated that they are interested in gaining computer literacy skills. Several groups stressed the importance of offering programs specifically geared to the needs of senior citizens, who represent nearly 1 in 5 residents in the Mountain Communities. Some participants stressed the need to recruit both high school students and senior citizens as volunteers or interns to assist staff with programs and services offered through the Library.

Enrichment activities were also proposed by many of the groups. In some groups participants suggested developing a program in which senior citizens could “grand-parent” young elementary students through storytelling, reading time, and tutoring. Many participants wanted to see the Library offer art exhibits and local history displays on a rotating basis. Others wanted to have the Library sponsor community theater performances and have family movie nights. Several participants proposed having a separate section of the Library devoted to local history, and building on this concept, others suggested that such an area could be a joint project of the Library and the schools, and could focus on topics covered in history and social studies classes (for example, the units on California Indians and California missions covered in the upper elementary grades). Several participants suggested that the Library sponsor an oral history project focusing on seniors in the community. Many of the groups favored guest author visits.

Summary of Patterns and Trends Across the Data

Definitive patterns or trends emerged from the data. These fell into three broad categories: (1) Library facilities; (2) resources and materials; and (3) services and programs. Each is discussed below.

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Library Facilities

School staff, students and community members appeared to share a broad vision of the ideal library facility for Frazier Park, summarized by one interviewee in this way:

“It should be the jewel, the centerpiece, the heart and soul of the community. It should be a beautiful, warm facility, symbolic of the area, its history and its people.”

Nearly all participants envisioned a building that reflects the scenic mountain setting: either a rustic log cabin or a similar style in natural wood and/or native stone, with windows and skylights to provide plenty of natural lighting. Most wanted the facility to serve as a community center, with space where classes could be taught, community meetings could be held, and family nights could be offered. Nearly all participants wanted the Library to maintain a computer lab where members of the community could access the Internet and where computer literacy classes could be taught. Most also envisioned separate areas for children and teens, with the children’s area designed to accommodate storytelling and the teen area designed with soundproof tutoring rooms that could accommodate 6 to 10 students and a tutor. Most participants thought the new Library should have a small kitchen facility, while some wanted a Starbucks Coffee House either within or adjacent to the building.

Resources and Materials

School staff, students and community members wholeheartedly agreed that the current temporary library facility’s holdings of approximately 14,000 items, 12 reader seats, and three multi-functional public computer workstations with Internet access, online library catalog, electronic databases including Infotrac and Reference USA, Microsoft office functionality, and numerous other links, are inadequate. Requests for additional materials included books of all genres for all ages, reference materials, newspapers and periodicals. Participants also wanted

books on tape, Spanish-language books, and children’s magazines. Most groups wanted to have audio visual listening and viewing centers, PowerPoint and rear screen projectors, a projection screen, a fax machine, and copy machines available to the public, to name a few.

Services and Programs

For both the school-based groups and the community groups, requests for “additional services and programs” generally fell under the headings of (1) educational programs and services, and (2) enrichment activities. Each is discussed below.

Educational Programs and Services. Nearly all of those who participated in the needs assessment emphasized the need for homework assistance, tutoring, research assistance, and storytelling and reading programs. Nearly everyone also wanted to see a computer lab in the new facility, where students could conduct Internet research and community members of all ages could take computer literacy classes. Many groups mentioned the possibility of creating a distance-learning program in higher education or providing access to such programs.

Enrichment Activities. Most participants favored storytelling programs, author visits, and a summer reading program. Adults and older students expressed the desire to have poetry readings and literature enrichment programs. Other recommendations for enrichment activities

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included a community lecture series, performance art (such as theater), vocational and career resources, an oral history project with local seniors, family movie nights, and rotating displays of art and local history.

Nearly everyone wanted to see expanded hours of operation in the evenings and on weekends.

**Kern County Library, Frazier Park Branch
Community Needs Assessment**

Survey Form –English Version



**KERN COUNTY LIBRARY
“NEEDS ASSESSMENT” QUESTIONNAIRE FOR
PROPOSED NEW FRAZIER PARK BRANCH**

Please help us plan for a new branch by offering your suggestions....

- ❖ What is your vision for the new Frazier Park library of the 21st century?
- ❖ The proposed new branch would be located on one acre, south of the Senior Center in the park in Frazier Mountain.
- ❖ What do you think of the site location for the new proposed facility?
- ❖ What type of architectural style and facade would you like?
- ❖ What type of interior design style would you like?
- ❖ What type of meeting space do you think is needed
- ❖ What type of A/V equipment is needed?
- ❖ What type of kitchen equipment is needed?
- ❖ What additional types of resources and materials would you like ?
- ❖ What additional library services would like to have offered?
- ❖ What kind of programs would you like offered?
- ❖ Additional Comments:

❖ Name: _____ Address: _____
(optional) (optional)

Phone #: _____
(optional)

Please return this questionnaire to the Frazier Park Branch by March 23, 2002 or mail to Diane Duquette, Director/Kern County Library/701 Truxtun Ave/Bakersfield, CA 93301. Any questions, please call (661) 868-0789 or (661) 245-1267 or e-mail diane.duquette@kerncountylibrary.org.

Kern County Library, Frazier Park Branch Community Needs Assessment

Survey Form (Spanish)



“NECESITAS VALORACIÓN” CUESTIONARIO PARA EL PROPUESTO DEL NUEVO BIBLIOTECA DE FRAZIER PARK

Por favor ayuda nosotros con un plan para la nueva biblioteca con sus proposiciones...

- ❖ ¿Que es su vision para el nuevo biblioteca de Frazier Park del siglo 21?

- ❖ De propuesto del nuevo biblioteca va a estar en un localidad, sur del Centro de Mayores en el parque en Montaña Frazier.
 - ¿Que piensas del emplazamiento del nuevo propuesto facilidad?

 - ¿Que typo de estilo arquitectónico y fachada quieres para el nuevo sucursal?

 - ¿Que typo de diseño interior quieres para su nuevo sucursal?

- ❖ ¿Cuantos personas debe de tener cabida en el cuarto de reunion para el comunidad?

- ❖ ¿Que typo de equipo A/V necesitar?

- ❖ ¿Que typo de equipo de cocina necesitar?

- ❖ ¿Que adicional tipos de recurso y material quieres que ver en su nuevo biblioteca?

- ❖ ¿Que adicional servicios de biblioteca quieres que tener ofrecimiento en su nuevo biblioteca?

- ❖ ¿Que genero de programas quieres que ofrecimiento?

❖ Comentario Adicional: _____

Nombre _____
(opcional)

_____ Direccion _____
(opcional)

Numero de Telefono: _____
(opcional)

Por favor vuelta este cuestionario al Biblioteca de Frazier Park antes que 23 de Marzo 2002 o manda por correo a Diane Duquette, Director/Kern County Library/701 Truxtun Ave/Bakersfield, CA 93301. Unas preguntas, por favor llamar (661) 868-0789 o (661) 245-1267 o manda por correo electronico diane.duquette@kerncountylibrary.org.

**Kern County Library, Frazier Park Branch
Community Needs Assessment**

**EL TEJON UNIFIED SCHOOL DISTRICT SURVEY
Kern County Library**

Kern County Library invites you to help us plan for a new public library in Frazier Park. Your opinion matters to help us meet your needs.

Check the box below that most closely matches your true feelings. If an item does NOT apply, just leave it blank.

Which services and resources would you recommend be added/expanded to the library to meet your needs?

	Definitely Add /Expand	Add Expand	Not Sure	Do Not add	Reduce Eliminate
1. Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Audio-visual materials videos, CD's, DVD's, cassettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Later hours of opening during the week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. More staff to help you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Homework center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spanish language materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Training on how to use the library resources and conduct research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Personal one-on-one Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Keyboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Word processing/desktop publishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Online tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Distance education-Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Kern County Library, Frazier Park Branch
Community Needs Assessment**

	instruction/college/traffic school/other					
16.	Reference books	<input type="checkbox"/>				
17.	Reading/ writing/math instruction	<input type="checkbox"/>				
18.	Meeting space and space for small group instruction	<input type="checkbox"/>				
19.	Computer training (basic to advanced skill levels in word processing, Internet use, excel, publishing, keyboarding)	<input type="checkbox"/>				
20.	Computers with software to improve reading and writing skills	<input type="checkbox"/>				
21.	English as a Second Language training for adults	<input type="checkbox"/>				
22.	Student tutors or mentors	<input type="checkbox"/>				
23.	Specialized print and electronic resources to help you with your schoolwork	<input type="checkbox"/>				
24.	Reserved computer time	<input type="checkbox"/>				
25.	Library help aids such as lists of websites, bibliography, pathfinders on various topics	<input type="checkbox"/>				
26.	Temporary reserves or limited checkout of materials for class/project books	<input type="checkbox"/>				
27.	Career Center (information on jobs, careers, colleges)	<input type="checkbox"/>				
28.	Career counseling	<input type="checkbox"/>				
29.	Resume assistance, online job postings, and interview training	<input type="checkbox"/>				
		Definitely	Add	Not Sure	Do not	reduce
30.	Internet access	<input type="checkbox"/>				

**Kern County Library, Frazier Park Branch
Community Needs Assessment**

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 31. Teen Books | <input type="checkbox"/> |
| 32. Teen Space | <input type="checkbox"/> |
| 33. Private space for 2 for tutoring | <input type="checkbox"/> |
| 34. School Textbooks at the Library | <input type="checkbox"/> |
| 35. Student Internet tutors | <input type="checkbox"/> |
| 36. SAT prep sessions at the library | <input type="checkbox"/> |
| 37. Microsoft office user (MOUS) trainers | <input type="checkbox"/> |
| 38. Electronic Databases to look up magazine/journal articles | <input type="checkbox"/> |
| 39. Teacher assistance after school at the library | <input type="checkbox"/> |

40. What are the most valuable services/ resources the library provides for you? Circle all that apply.

- Books Reference Books School Support Computers Staff help Internet access
 Electronic databases Magazines Music CD's DVD's and Videos Cassettes
 Borrowing books and materials from other libraries
 Other _____

41. What gets in the way of your use of the Frazier Park Branch Library? Circle all that apply.

- Lack of transportation Lack of Time The Library is not open when I need it
 Crowded Fees/ I owe money Distance Not sure how to use the library
 Other _____

42. Do you have access to a computer at home?

Yes No

43. Do you have access to the Internet at home?

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Community Needs Assessment**

44. Do you have a telephone at home? Yes No

45. What is the most convenient time for you to visit the library? Weekday afternoons Weekday evenings Saturdays Sundays

46. If you could change one thing about the library what would it be?

47. Rank in order of importance the following services in the new library

	Very Important	Important	Not important	Not sure
Computer Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic Databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting space for programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family/caregiver literacy tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural/recreational/informational/ educational programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. Where do you live? Circle

Frazier Park Lebec Los Padres Estates Lake of the Woods Pinon Pines

Cuddy Valley Pine Mountain Club Lockwood Valley Gorman

Other _____

49. Do you have a Kern County Library Card? Yes No

50. What additional suggestions to you have for the new library?

THANK YOU!

Kern County Library, Frazier Park Branch Community Needs Assessment

Executive Summary of Community Analysis

A new facility in the Frazier Park service area will provide critically needed permanent space for much needed materials and services to the general population, community organizations, home school and other students, School District staff, and other agencies. Currently, 7,051 people reside in the area; by 2020 this population is projected to be 13,963, a 273% increase over the 1980 population of 3,741. As individuals, educators, school children, and members of community organizations and government agencies were queried about their visions and aspirations for a new library, a number of requests were mentioned again and again.

Based on the analysis of the community and its trends, several requests seem to be of utmost importance to the community and upheld by demographic variables. First, given the distance that residents must travel to a metropolitan area, up to 62 miles south to Santa Clarita and up to 62 miles north to Bakersfield for those living in the farthest point west of the library service area, the library of their dreams should be a community center with cultural and informational programs with all the kinds of information in print, electronic and audiovisual formats found in libraries located in larger communities. This need is even more critical since there is no local bookstore.

Given the high commitment to education in the community, (56.8 % of the community have had some college or a college degree, according to 2000 census information), it is little wonder that the population wants access to more reading, research and reference materials. They want information literacy instruction and greater access to computers since an estimated 50% the student population does not have access to a computer, according to survey estimates from the El Tejon Unified School District (ETUSD). In addition, with 28% of the population being seventeen years of age or younger, as reported in the 2000 census, there is a focus on a vibrant library area for children and youth. "Something that will catch their eyes and their imaginations," is the way one person put it.

Special attention will be given to addressing the needs of students K-12, including the need for adequate resources in all formats; the need for knowledge and skills; the need for enrichment programming and the need for a place to gather. The Joint Venture Project for between Kern County and the ETUSD addresses those needs. It includes: Computer/Homework Center "Learning Lab"/Student Computer/Internet Docents, Homework Tutoring, Career Resources, Temporary Public Library Special Collections for Students, District-Supplied Core Curriculum Textbooks, SAT Prep Sessions at the Library, ComTec Academy Trainees, Shared Electronic Resources, and Enrichment literature-based programs. The ETUSD staff and school board have been thrilled with suggestions for joint venture programs and look forward to a 20-year partnership with Kern County Library when the new facility opens, since there is no existing library, only a temporary leased room. With the student population expected to grow from the current 1,400 students to 2,800 in 2020, according to projections from the ETUSD, this joint venture will provide an opportunity for students to experience first-rate library service, since the ETUSD, like so many others in CA, provides minimum library services at three schools in the service area, staffed by library clerks. Fourteen additional hours of operation a week are planned at the new branch giving children an opportunity to go to the library when they are not in school.

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Not to be overlooked, the seniors in the community, (60+years), which represent 17% of the community according to the 2000 U.S. Census, have voiced their desire for more materials in areas of special interest such as health care, investments, consumer publications, and for more newspapers, magazines, large print and books on tape. They want a place to gather, to relax, to read a newspaper, to take a class or to recreate with cultural programming within their community instead having to leave the community and traveling long distances to do so. Based on a survey of computer use and ownership among AARP members in the Frazier Park service area, 86% in that group do not own or use a computer and they expressed a desire to learn computer basics and a need to learn how to use the online catalog and databases. Therefore, future programming will be planned to teach senior adults how to effectively use computers concentrating on keyboarding, windows, basic computer use, and information literacy skills.

Those nearly 50% of commuters who travel 45 or more minutes each day to work have asked that more books on tape be available, which are currently woefully lacking in numbers because of space limitations in the present temporary leased facility. These commuters have requested longer hours of operation on weeknights and Saturdays. They, too, want more recreational and information resources in print and electronic formats available at the library with access to more internet terminals to bring the world within the reach of those living in the Mountain Communities. To best utilize the electronic resources, many have asked that computer literacy classes be ongoing, and regularly scheduled. The 19% of the adult population that do not have high school diplomas, many of whom are functionally illiterate, would benefit from private space in the library for tutoring, according to the Kern Adult Literacy Council that serves this area.

The increase in the Hispanic population from 9% in 1990 to 13% in 2000, according to the 2000 U.S. Census, is an indication that developing a collection and services for this segment of the population is vital. However, in the community needs assessment, it was the Caucasian population that requested Spanish language materials for all ages and this collection will be increased. About ten parents are currently enrolled in ESL classes locally through Healthy Start.

Key government agencies, community members, and school staff and students involved with the project are anxious to pursue the dream of a new library at the proposed site since it was first put forward in 1990. Many of these people have been involved with past Kern County Library building projects. Their combined experience ensures that the project will be in harmony with the needs and desires of the population in the service area.

Needs assessments responses from the community revealed that they considered their greatest need to be more books and other resources, a place for holding community meetings and for tutoring, a copy center, public computers, and computer use and literacy classes. These needs as well as more audio-visual materials, and cultural programming opportunities for the adults and students in the area were identified as the highest priority needs by community and are supported in part, by the demographic information for the community. All factors including support from the ETUSD, community, governmental agencies, and staff point to the desperate need for a new permanent library facility in Frazier Park, and ensure the success of this project.

Government Agencies

Key staff, position, nature of relationship and role(s) in the project includes:

Kern County Library, Frazier Park Branch Community Needs Assessment

County of Kern – Site - The County owns the land on which the library will be located, will build and maintain the building and will operate the facility. The site location is in the southernmost part of the County owned Park in Frazier Park. The site was conceptually approved as a library site by the Kern County Parks and Recreation Commission on January 24, 1991 and subsequently approved by the Kern County Board of Supervisors on February 12, 1991. A CUP and zoning variance was made effective on April 25, 2002.

Members of the Kern County Board of Supervisors: District 1, Jon McQuiston ; District 2, Don Maben; District 3, Barbara Patrick; District 4 –Ray Watson (the late Supervisor Ken Peterson participated in the needs assessment) and the library project is located in his District), and District 5, Chairman, Pete H. Parra. The Board approved “Kern County Library Facilities Master Plan to the Year 2020” and the Kern County Library, Frazier Park Branch application process to apply for a grant award from the Library Bond Act of 2000 in February 2002. The Board has committed funding three times in the past decade for a new facility to be leveraged with anticipated grant awards. The Board of Supervisors appoints and directly supervises the Director of Libraries. It is the policy making body, approves the annual library budget, its plan of service, building programs, grant awards, and any agreements and/or contracts.

Kern County Library - Kern County Library administers a main library, 24 branches, three bookmobiles, and virtual service through its website and contract service with the Kern County Fire Department at its educational facility. The County is 8,073 square miles (or the size of the State of Massachusetts). The Library also provides central automation service to the Kern County Fire Department and central cataloging service to members of the San Joaquin Valley Library System (SJVLS) member libraries. It is the only public library system in Kern County. The Library assesses needs, plans, coordinates, implements library services, resources, and technologies and evaluates its services and resources. It does this through a cohesive team of administrative support and support services staff headquartered in Bakersfield at the Beale Memorial Library, the central hub for the County Library system. A Library Technician manages the temporary Frazier Park Branch at present under the supervision of the Branch Coordinator who is a Librarian IV. Library administration is responsible for the coordination and preparation of the Library Bond Act application, which includes the community needs assessment and the library plan of service upon which the library building program is based. Library staff will help select the architectural team to include an interior designer and other design professionals, and will work closely with them through all stages of the design development process to ensure the programmatic needs of the community are realized.

Diane Duquette, Director of Libraries, Project Coordinator - Preparation of "*Kern County Library Facilities Master Plan to the Year 2020*" which includes site selection criteria; needs assessment design, methodology, implementation, and summary; community analysis; negotiation and preparation of "cooperative joint venture agreement" with El Tejon Unified School District; quitclaim deed request of School District; reviewed demographic analysis, and library plan of service for consistency with needs assessment; prepared library building program and bond act application; visual record of facility and site; researched and prepared branch history, prepared

Kern County Library, Frazier Park Branch Community Needs Assessment

project and projected operational budget; prepared and organized supporting documentation; prepared and edited script for visual record; photographed current facility and site location; Board resolution committing to funding (matching, supplemental, operational); assist the General Services Department's Construction Services Division with the RFP for the architectural team, will serve on the architectural selection team; participate in design development; chair the art selection committee, assist General Services with final inspection punch list; plan dedication ceremonies; and participate in Grand Opening; and implement plan of service including joint venture project.

Sylvia Kirkland, Executive Secretary to the Director of Libraries – Edit and prepare final Library Bond Act application, needs assessment, community analysis, plan of service, building program, supporting documentation, and Board letter; submit project application and submittals to the California State Library, Office of Library Construction; assist with dedication ceremonies.

Barbara Swanson, Deputy Director of Libraries – Under general direction by the Director of Libraries prepared the library plan of service and long range goals and objectives consistent with the community needs assessment, joint venture project and community analysis; participate in design development; assists with coordination of shelving, equipment and furnishings specifications; assists with the dedication ceremonies and participate in the grand opening; acts in the absence of the Director of Libraries.

Sherry Gomez, Librarian IV, Branch Coordinator – Reports to the Deputy Director of Libraries; Assisted with the preparation of the needs community analysis including the demography, and the needs assessment; will participate in design development including specifications for interior signage, furnishings, shelving, equipment, and technology; supervises the temporary Frazier Park Branch; will assist with the dedication ceremonies and participate in the grand opening; plan and implement the move to the new facility; train new staff; coordinate staff training with contractor for new facility operations; prepare branch for opening day;

Judith Waters, Library Technician II, (temporary) Frazier Park Branch Supervisor –Reports to the Branch Coordinator, Sherry Gomez; Assisted with community needs assessment forum and participated in the needs assessment; identified community organizations, stakeholders; assisted with documentation of temporary facility service and physical limitations; will participate in design development; learn new branch operational systems; assist with the dedication ceremonies and participate in the grand opening; help train new staff.

Monica Thomas, Business Manager – Reports to the Director of Libraries; Assisted the Director with the project operational budget; oversees budget and purchase requisitions for shelving, furnishings, technology, equipment, and supplies together with the General Services' Purchasing Division; oversees and coordinates final audit with the Kern County Auditor-Controller and General Services accounting staff.

Susan Eldridge, Administrative Clerk, Business Office, Special Projects – Reports to the Business Manager; Prepares purchase order requisitions and assists with specifications for furnishings, equipment, technology, supplies, shelving, native plants, and plant maintenance;

assists General Services with inspection punch list; assist with the move to the new facility; helps train staff in new facility operational systems; troubleshooter.

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Kristie Coons – Librarian IV, Community and Support Services – Reports to the Deputy Director of Libraries; assists with coordination of new technology purchases, selection, acquisition of new materials, cataloging, processing and delivery of new materials; plans and coordinates public programming such as the “One Book, One Bakersfield,” and coordinates and prepares promotional items, marketing strategies and contracts and publicity; serves on the art selection committee.

Joel Torczon, Graphic Artist – Reports to Kristie Coons; Assists with Library Bond Act document preparation; interior signage; preparation of promotional and program flyers.

Georgia Wages – Librarian III, Collection Development – Reports to the Community and Support Services Librarian, Kristie Coons -Selects new materials for branch with input from Branch Librarian.

Nila Stearns – Librarian III, Electronic Services Librarian – Reports to the Community and Support Services Librarian – Supervises computer services staff and oversee new technology specifications and technology plan of service; coordinates new technology purchases, installations, and training staff and public in the use of new technology.

Steve Vorseth – Information Systems Specialist II – Reports to the Electronic Services Librarian. Handles computer installations, assisted with the development of the technology plan of service and troubleshoots computer problems.

Laura Gardner – Librarian III, Bibliographic Control – Reports to the Head of Community and Support Services - Catalogs acquisitions and oversees processing and deliveries.

Louann Nickerson, Librarian IV, Head of Beale Memorial Library – Reports to the Deputy Director of Libraries; Selects reference materials and electronic databases for branches; oversees main library computer training lab.

Kern County Administrative Office - Scott Jones, County Administrative Officer – Recommended project funding for final approval by the Board of Supervisors.

Ross Elliott, Senior Deputy County Administrative Officer - Assisted the Director of Libraries with the preparation of the “*Kern County Library Facilities Master Plan to the Year 2020;*” project timeline; application for the Conditional Use Permit and project description, CEQA application and notice of determination posting with County Clerk and State Clearinghouse.

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Jeff Frapwell, Director of Budget and Finance – Arranged financing for County match for Bond Act.

Fred Plane –Senior Deputy County Administrative Officer – Library budget analyst; reviewed library bond act application and assisted with the preparation of the financial capacity section.

Allan Krauter, Legislative Analyst – Narrator and film recorder for the visual record on video.

Information Technology Services – Interim Director –Rick Rodriguez - Assists Library with contract management, web portal project, cabling, and telecommunications.

Kern County General Services Department - Bill Wilbanks, Assistant County Administrative Officer (CAO) – Issued Professional Services Agreement for Architect to prepare conceptual drawings; assisted with elements of the project budget; handled contracts for soils and geotechnical report update.

Construction Services - Construction Services Manager, Mark Russell reports to the Ass't CAO. Manages and oversees all County construction projects and inspections.

Facilities Manager - Larry Paddock — Input regarding specifications for custodial services and building operational systems.

Property Management Division Chief, Mitch Van Wyk – Identified sites and prepared quitclaim deed.

Purchasing Manager - Dee Johnston – Prepares and coordinates purchasing bids and assists with professional service agreements.

Communications Manager, Ken Alvis – Facilitates communication services.

Internal Services Manger – Susan Trevino – Coordinates systems furniture and assists with furniture bid preparation.

Kern County Resource Management Agency, Planning Department -Director; Ted James, Dawn Mosley, Planner – Handles zoning and processing of conditional use permit, CEQA report and mitigation measures, General Plan approval in accordance with Kern County ordinance Code.

Engineering and Survey Services, Charles Lackey, Director - Prepared site boundary survey; handles engineering services, surveying, building and grading permits, building inspection and code compliance.

Roads Department – Craig Pope, Director – Handles road maintenance including snow removal, design and improvements, road traffic counts, and permits.

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Environmental Health Services Department – Steve McCalley, Director – Ensures water supply and method of sewage disposal serving the site meets State and local standards.

Kern County Fire Department - Stephen Gage, Fire Chief – Inspects plans for compliance with required fire flows, and makes recommendations on placement of fire alarms and extinguishers in design development.

Audio-Visual Specialist - Edwina Davis – prepared and edited final visual record on video.

Kern County Auditor-Controller-County Clerk - Ann Barnett - Review of grant application; conducts audits or hires an independent firm to conduct an audit; posts copy of the Notice of Determination which has been signed by the lead agency.

Kern County Counsel -John Irby, Deputy County Counsel - Revised final joint venture agreement; prepared funding resolution; reviews bond act contracts.

Kern Council of Governments - Information and Data Management - Peter Smith - Assisted the Director of Libraries in the preparation of library service area geographic boundaries, U.S. Census tracts analysis and counts from 1980, 1990, and 2000, and population projections to the year 2020

Kern County Parks and Recreation Department – Bob Addison, Director – Input regarding native landscaping and landscaping maintenance.

California State Library, Office of Library Construction – Richard Hall, Bureau Chief – Plans, administers and implements all related Library Bond Act policies, administrative regulations and procedures; Libris Design, a sophisticated and adaptable building program software tool, was his vision and dream and he oversaw the project through to completion over several years. Barbara Silken – Title 24 Compliance Consultant; Linda Springer - Title 5 Compliance Consultant; Barbara Pearson – Title 5 Regulations; Linda Demmers - Libris Design training and assistance; Pat Zografos – Technical Assistance Consultant.

San Joaquin Valley Library System (SJVLS) – John Kallenberg, System Administrator The SJVLS assists member libraries with enhancing service to the public through cooperation, resource sharing, technology and networking; Kern County Library has a joint powers agreement with SJVLS for cooperative services including communication and delivery services, administrative support, contract cataloging via Fresno County Library and Kern County Library facilitated by contracts with RLIN and OCLC.

San Joaquin Valley Information Service - Mike Drake, Manager – Manages reference for second level reference question answering, reference training through the SJVIS Reference Correspondence Course, online resources such as the California Library Systems Cooperative Song Index, vertical files, antiques and collectibles books and periodicals, weeding guidelines, current LSTA grants such as the “Young Adult Services Institute,” and the “San Joaquin Valley Digitization Project”; InfoTrac Search Bank.

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Technology Plan of Service - Mary Ellen Tyckoson – Automation Manager – Manages computer services including a shared online catalog and contract services with Epixtech. Plans and implements shared computer services in cooperation with Kern County Library for its Frazier Park Branch. Assisted with the technology plan with regard to cabling requirements and computer specifications.

These services provided under the SJVLS and SJVIS are also part of the plan of service for the mountain communities in the Frazier Park library service area.

Library of California – Heartland Region – Kay Anthony, Chair/CEO – Provides State support for Infopeople training scholarships, OCLC First Search via SJVLS, Amigos Library Services, Intra-regional Delivery and electronic reference tools.

School Agencies and Needs of Students K-12

Private, Charter , Preschools and Home Schools: The following are private, charter, preschools and home schools in the area and they participated in the needs assessment process.

Lions Preschool

California Charter Academy K-12

Pine Mountain Club Charter School – K-12

Learning Center Charter – K-3

Mennonite Community Home school- K-12

Mountain Christian Academy (Home school) K-12

North Hills Christian Academy (Home school) K-12

Tyndale Preparatory Schools (Home school) – K-12

Key Individuals: Susan Bates, Teacher - California Charter Academy; Clyde Martin – Spokesperson Mennonite Community Home school; Donna and Brian Morley, parents

For the most part, staff interviewed from these schools views the public library collections as essential for augmented curriculum support. They see the need for private group and twosome tutoring rooms, computers with Internet access and more materials on all subjects as essential needs in this community. There are an estimated 150 youth who are home schooled in the area. Parents of home-schooled children were interviewed and expressed the need for more materials, enhanced curriculum support, computers, areas for small group gatherings and enrichment programming was most important to their children.

Public Schools – There is only one school district in the library service area, El Tejon Unified School District - Dean Bentley, Superintendent – Plans and administers the School District under the governance of the Board of Trustees. Mr. Bentley and the high school principal, Dave McGrath attended the bond act award meeting. The following schools are the only schools in the library service area.

Frazier Park School

K-3

El Tejon Middle School

4-8

Frazier Mountain High School

9-12

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Key Individuals: El Tejon Unified School District (ETUSD) School Board Members: Kittie Jo Nelson, Chair, Steve Newman, Lori Morse, Frank Williams, and Paula Regan – Approved the “Cooperative Agreement for a Joint Venture Project.”

Dave McGrath, Principal – Frazier Mountain High School; Shelly Mason, Principal, El Tejon Middle School; Linda Palla, Principal, Frazier Elementary School; Mountain Communities – Anne Weber, Program Director, Contract with ETUSD - They all participated in the needs assessment and planning process.

Teachers – Nine teachers gave up of their school class periods, and welcomed and accommodated Kern County Library staff in their classrooms for the administration of the needs assessment survey, which surveyed 204 students, and fifty District staff. The teachers who graciously gave up of their teaching time are: Lois Lee and Rosie Huning, both 2d grade teachers, and Mrs. Huning also teaches ESL to students and 10 parents at present at the Healthy Start Center; Peter Liebl – 3rd grade teacher; Janis Schmidt, grade 8 – Honor’s English, Remedial English and Language Arts; Melissa Watts, Grade 6 – Self-contained class; James Lewis, English at the high school; Tim Garcia, Physical Science; Bill Chapman, Driver’s Education. Fifty District staff and teachers participated in the survey, and approximately 50 additional teachers participated in individual and focus group meetings. Additionally, the three library clerks were interviewed as well and one of them participated in the survey.

The El Tejon Unified School District currently serves over 1,400 students who live in the Mountain Communities and the student population is projected to increase to 2,800 by the year 2020. A new school is planned at this time to open next year to address this critical shortage of space. The District currently supports three schools. A K-3 elementary school is located in Frazier Park, an elementary school serving grades 4 through 8 is located six miles away on property adjacent to the El Tejon Ranch off Interstate 5 and a high school serving grades 9 through 12 located five miles from Frazier Park near the junction of Interstate 5 and the main highway leading into Frazier Park.

Nearly 90% of the students attending these schools ride the bus. All three schools serve a primarily white student population (82.2%), although the District’s Hispanic population has increased slightly over the past decade and is now 9.6%. More than 34% of the students in the District qualified for Free or Reduced Lunch Program in 2001-2002, the most recent year for which data are available. Stanford 9 test scores (see Table 3) show that students in the El Tejon School District score favorably with the rest of the State in grades two, 10 and 11, (with the exception of 11th grade math, in which they score much lower), but exceed State averages significantly in most subject areas between grades three and nine.

First hand observation of the District’s three school libraries indicates that a lack of resources has precluded the District from hiring a credentialed District School Library Media Specialist. This lack of resources has also prevented the District from being able to maintain the clerical staffing full time at the elementary school, and from developing adequate curriculum based and up-to-date library collections and reference resources to meet student needs for information and

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knowledge at all three schools, but especially the high school. Reference collections at all three schools are also dated and limited, and it is obvious they have lacked professional oversight. Additionally, professional reference assistance and information literacy classes are not available to help link students and teachers with needed resources. Technological networking, hardware and software additions desired to keep pace with the needed access to library resources is in the planning stages and needs to be addressed to adequately serve students. Student access to computer workstations with school library holdings and electronic databases is not available at the high school, and online library catalog access is only available upon request from the school library clerk. Since nearly 90% of the children in the District must ride the bus to school, most students' time at their school library is limited to weekly visits with their classes and during after school visits for an hour, and visits to the K-3 library is limited to only 16 hours weekly during the day.

Clearly, an opportunity exists for the District and public library to partner to benefit student achievement.

The El Tejon Unified School District (ETUSD), its administrators, staff, students and parents have been strategically involved since the earliest planning stages of the bond act application through interviews and survey input, prioritizing needs assessment results and creating a plan for a "Cooperative Agreement for a Joint Venture Project" based upon those needs. Between February 2002 and January 2003, 204 students participated in a needs assessment survey, while approximately 44 students gave input through focus groups. During that same time period, interviews were conducted with 12 educators and 50 staff was surveyed from the School District. After these interviews and surveys were analyzed and needs identified and prioritized, a series fourteen meetings were conducted with district principals and the Superintendent to create a plan of action and scope of work which is the basis for the "Cooperative Agreement for a Joint Venture Project between the County of Kern " and the ETUSD" with the Kern County Library for 20 years.

The "Cooperative Agreement..." with Kern County Library was developed to address the needs of K-12 students. Key needs and a summary of the Joint Venture Projects addressing those needs are listed below.

- Need for Adequate Resources in all Formats - Public Library Special Collections for Students; Computer/Homework Center "Learning Lab"; Career Resources; Core Curriculum Textbooks; SAT Prep Sessions; Shared Electronic Resources and increased collection size with appropriate collection development including electronic resources.
- Need for Information, Knowledge and Skills – After-school and weekend tutoring by peers and adults both in person and online (Tutor.com, or PLATO, and Eureka) for homework assistance, computer literacy and information literacy for students; regularly scheduled teacher in-service training at the public library; career resources to assist students in assessing and pursuing vocational and career choices; SAT Prep Sessions; ComTec Academy's Cal Tech Assistance Program trainees and field trips to the public library
- Need for enrichment programming - Three age appropriate literature based programs at the public library yearly; audio-visual equipment and technology to support such programming; shared expertise to identify and secure outstanding authors and storytellers

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- Need A Gathering Place – Computer Learning Lab; Career Resources; SAT Prep Sessions; tutoring; age appropriate programming; Summer Reading Program; Teen Advisory Council; Community Service hours for student volunteers.

The Cooperative Agreement For A Joint Venture Project represents an exciting, positive and proactive opportunity and approach to the identified needs of students in grades K – 12. It maximizes scarce tax dollars in this rural area with joint projects and services and solidifies a new and unique partnership between the El Tejon Unified School District and the Kern County Library for the benefit of students K-12.

See “ Exhibit L 1-4 - Surveys (four binders) for completed School District surveys, individual and focus group comments.

Community Organizations – Many community organizations in the Frazier Park service area rely heavily on the temporary Library for materials, services and programs and the following organizations participated in the needs assessment process. Their comments and needs are summarized below.

El Tejon Unified School District Board Members – Lori Morse, Kitty Jo Nelson and Frank Williams - These three members of the school board indicated that more materials, support for homework, space for tutoring and a community meeting place were the most important needs.

Mountain Communities Healthy Start – Program Director, Anne Weber - Healthy Start provides social services and academic support to needy students and families. Space is needed for after school tutoring; more materials and computers with more hours of operation are needed. Anne attended the last bond act award meeting with Library staff and is a community stakeholder.

Kern Adult Literacy – Evan Wride – Adult Literacy Tutor Evan works with the Kern Adult Literacy Council and teaches out of the tiny branch with no privacy for students. With the increasing number of adults needing literacy services; computer classes for lifelong learning skills, an area for private tutoring, low reading level high interest materials and longer hours are needed.

Mountain Memories Board – This group seeks to improve the quality of life in the Mountain Communities by raising awareness and funds via “Fiesta Days” in Frazier Park, and by making donations for the good of the area to Search and Rescue, Hall Ambulance, the Library, and to many other organizations. This group saw a larger magazine and newspaper section, more computers as well as a place for group meetings as real needs.

Pine Mountain Club Board – Considered as the more affluent development in the area, this board indicated more books, computer literacy and information literacy as very needed along with a bookmobile to serve this area, which is located 15-17 miles from Frazier Park. This Board has also supported the library by hosting a “golf tournament” to raise \$3000 for library materials in years past organized by a local member and avid library user.

Weight Watchers – This group seeks to improve the quality of life. They see the need for more books, story times and family programs as essential.

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Lions Preschool – Debbie Simon The owner of this preschool mentioned the need for programming for children, more materials and a separate area for children as essential in any new building..

Chess Club – This special interest group saw an area for group meetings and study, more materials and computers and weekend hours as needed by the community.

Fort Tejon State Historical Park – Sean Malis, Interpreter and staff - Just off Interstate 5 between the Central Valley and Los Angeles, this historical state park invites visitors to catch a glimpse of what life was like in the 1800s when this fort was in operation. Staff of the park desired a rustic, comfortable place to get homework help, with lots of computers and more materials as a real need.

Coffee Cantina – Kate Donahue, Owner - The Coffee Cantina, across the street from the current branch building, serves as an unofficial town meeting place and local art gallery for rotating exhibits from local artists. She sees a real need for the library to be a place where people can meet and socialize, to tutor or be tutored in private, as a community center for various functions, and for art exhibits from local artists (she has an waiting list of over a year). Also, more books, more magazines, homework assistance, how-to books, and more computers are dire needs. And of course, more space for all this stuff.

Mennonite Community – Clyde Martin, and Rachel -Spokespersons - This community of about 30 members home schools their children, though Rachel admitted that most youth do not go beyond 8th grade because education contributes to “pride.” Mr. Martin mentioned space for tutoring and programs, more books and reference books, computers, Internet and word processing as needed. He is a frequent user of the library with his family and also frequently uses the computers, mostly for business purposes with his construction business..

Roberta Jean Owens – Representative of those in the Mountain Communities who are disabled, and local artists, Mrs. Owens reported needing more up-to-date materials, local history, art, local interest materials, and basic equipment to assist the disabled to use the library and technology as needs.

Chamber of Commerce – This group seeks to improve the economic climate through awareness of the businesses and unique natural resources in the area. Members of this group envisioned the library as a community centered facility with a rustic mountain architectural theme, as a place for meetings with all the equipment needed to hold meetings, and more books, a place for exhibits, and more AV materials.

AARP – This group promotes awareness and education of issues of interest to seniors. The group wanted a separate area for children, materials on travel, how-to books, additional medical resources, and more newspapers and magazines. Also, this group is largely computer illiterate.

Eighty-six percent of the group does not know how to use a computer, and would like to learn more about how to use the library.

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Pine Mountain Scrapper Club – A quilting group, the members mentioned the need for a homey, center of the community with more books, more books on tape, craft and child development and mobile service to the Pine Mountain Club area. This award-winning group of quilters would also like to make a quilt for the new library.

Alcoholics Anonymous – This self-help group desired a place with easy and readily access to information and programs as needed. User-friendly computers labs networked to distance learning and copy machines were desired.

Ridge Route Historical Society and Museum – This group seeks to preserve the rich history of the area and make that history available to the public. Members of the group desires the library to have space for meetings, exhibits, more books, a place with historic pictures of the area from the Shades of California – Shades of the Hill project funded by federal LSTA through the California State Library, more databases for research and information retrieval are needed as well. A rustic, “mountain-look” was suggested for the architectural and interior design of the building. This independent and hard-working group also just moved to a new and renovated building within a tenth of a mile from the proposed new library site.

Lions Club – Bob Saberhagen and 22 other members - The groups seeks to give back to the community through its many charitable activities. More materials, books on tape, medical reference, more hours of opening, more computers, computer use and computer information literacy classes were requested by many, and bookmobile service to Pine Mountain Club where most members live was requested by several members. This group also has many community stakeholders as members, and many of the members are movers and shakers on the “hill.” The group is currently fund raising and building “weather shelters” for all public transit stops on the “hill” and is planning one across the street from the new library and a place for the community to meet were key needs expressed by this group.

Mountain Communities Town Council – Ken Kearby, Chair, - This group organizes community meetings and acts as a liaison with Kern County Governmental agencies, Board of Supervisors, and other State and Federal agencies with regard to issues and concern of local residents. They also oversee local government action in the Mountain Communities. The group desires a cozy community meeting place with audio-visual amenities for various programs and meetings, a place for students to get information and for adults to receive information, more books, and computer training. The Council provided a letter of support for the bond act project to the Board of Supervisors and to the State.

PTSO – This is the parent organization at the elementary schools K-8 in the El Tejon Unified School District. These respondents focused their attention on the need of students to have a place to get information after school and on weekends. They want more research materials, computers and programming in the public library.

Sierra Club – Southern California Chapter/Pine Mountain Club –This conservation group of community activists wants the landscape to be indigenous to the area. They will work in concert with the library and the architect to create a native landscape educational guide for the

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landscaping plan. A community room and opaque projector were other needs mentioned along with more resources overall.

See “*Exhibit L 1 for complete list of Community Organizations surveyed and comments*”

Architectural team - KSA Group Architects, Derek Holdsworth, Bakersfield, CA – Prepared conceptual building plans including area plan, site plan, floor plan, two sectional diagrams, two elevations, outline of building specifications, construction cost estimate, description of energy conservation measures. Should a grant be awarded, an architectural team will be selected to include an interior designer, a mechanical, structural and electrical engineer, an exhibit specialist, and other design professionals as appropriate and as needed.

Demography Data and Comparative Statistics

Population Characteristics

Isolated amid picturesque mountains and valleys, the Frazier Park Branch of Kern County Library serves 7,051 full time residents. By the year 2020 the population is projected to be 13,963 according to Kern Council of Governments, representing a 273% increase in population since the 1980 U.S. Census' count of 3,741. This will mean services provided by the library will be even more critical for those living in this isolated area, some of which live 62 miles at the farthest point west in the library service area from either Bakersfield or Santa Clarita, the closest metropolitan centers. The service area covers 430 square miles and includes the geographically separate communities of Los Padres Estates in O'Neill Canyon, Fort Tejon State Historical Park, Tejon Ranch Company, Lebec, Frazier Park, Lake of the Woods, Cuddy Valley, Lockwood Valley, Pineridge, and Pine Mountain Club. According to 2000 Census information, the population is almost evenly distributed between males and females at about 50% each. This compares to 51.3% male and 48.7% in Kern County; 49.8% male and 50.2% female in California and 49.1% male and 50.9% female in the United States. In the 2000 Census, 86.1% of the population identified themselves as white with 13.05% of that group calling themselves Hispanic. This is an increase from 8.7% Hispanic in the 1990 census. This compares to a Hispanic population in Kern County of 38.4% California 32.4% and United States 12.5%. The white population in Kern County is 61.8%, California 59.5% and United States 75.1%. There are very few people of other races in the area; blacks comprise .52%, American Indians 1.4%, Asian .87% and Pacific Islander .27%. People identifying themselves as other races are 10.48%. Information from the 2000 U.S. Census indicates that the average household size is 2.6 people, which is smaller than the average Kern County household of 3.3, but very close to the 2.87 average for California households and 2.5 for the average household nationally. More than 57.2% of the residents in Frazier Park are married according to 2000 U.S. Census information. The average family size in Frazier Park is 3.11 (2000 U.S. Census). This is closer to the national average of 3.14 than to the larger averages in Kern County of 3.5 and California 3.43 (2000 U.S. Census). Nearly 31% of households in the service area have children as compared to 34.6% in Kern County, 31.1% in California and 29.6% in the United States (2000 U.S. Census). The number of households with children under eighteen is 26% for Frazier Park

service area, 28% in Kern County, 23.7% in California and 22.9% nationally (2000 U.S. Census).

Academic Performance Index Scores

The El Tejon Unified School District operates three traditional schools in the service area. Academic Performance Index Base scores for 2001 were: Frazier Park Elementary – 711; El

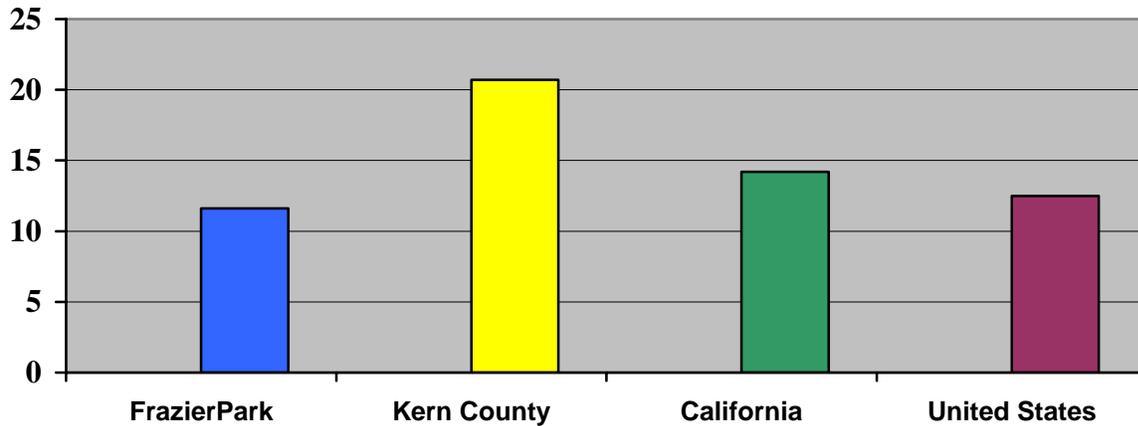
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Tejon Elementary (Middle School) – 724; Frazier Mountain High – 632 and Mountain Community Charter, now closed, was 506. The schools in the El Tejon Unified School District are keeping pace with similar schools in the 2001 state wide Academic Performance Index as follows: Frazier Park Elementary – 6; El Tejon School 7 and Frazier Mountain High School – 5 on a scale from 1 –10. The cooperative joint venture agreement aims to help students increase their test scores.

Poverty Rate

Information from the 2000 United States Census indicated that 11.6% of the residents of Frazier Park live in poverty. This is quite low as compared to rates of 20.7% in Kern County, 14.2% in California and 12.5% in the U.S. for the same Census. This group cannot afford to purchase materials and therefore, the library resources are very important.

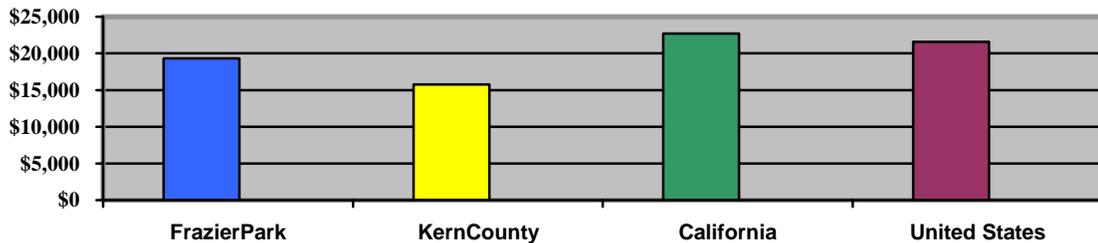
Poverty Rate % Comparison 2000 Census



Per Capita Income

Based on 2000 census information, per capita income for residents in Frazier Park service area is \$19,322, less than the per capita income nationally \$21,587, higher than the \$15,760 in Kern County, and lower than the \$22,711 per capita income in California.

Per Capita Income 2000 Census



Literacy Rate

While no specific statistics are available for the Frazier Park service area, according to information from the Kern Adult Literacy Council, about one fourth of the residents in Kern County read at only a 4th grade level, or cannot read or write well enough to adequately function

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at the basic survival level or do not read or write English as a second language well enough to function or do not have high school diplomas. This greatly reduces the job, economic and quality of life opportunities for 25% of the county's population. Educational attainment statistics for Frazier Park indicate that over 16.5% of the adults in the area do not have a high school degree, which is one indicator of a low literacy rate (U.S. Census 2000). Local adult literacy tutors highly desire private tutor space to tutor students. This large number of adults with low educational levels, indicates a need for more high interest low literacy level materials and more audio-visual materials.

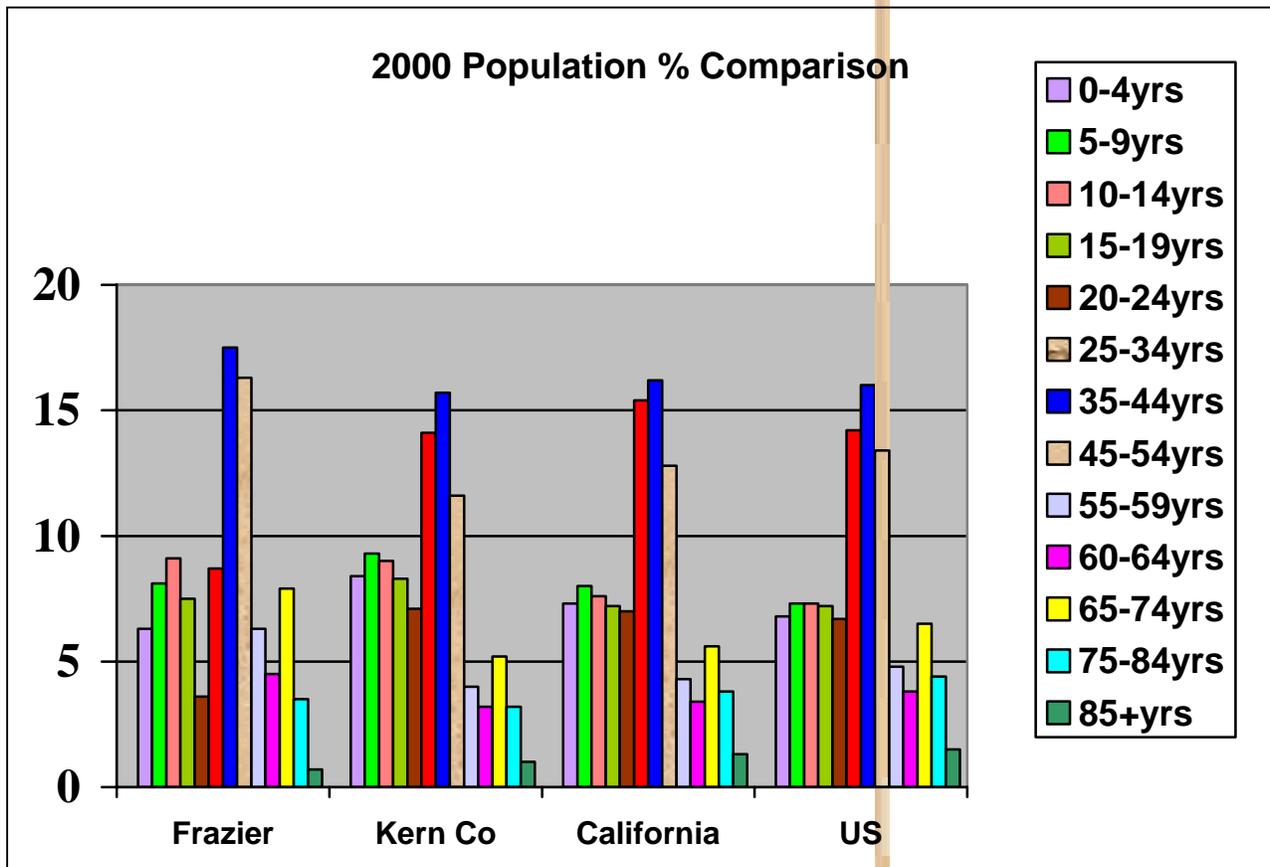
Unemployment Rate

Latest figures supplied by the California State Employment Development Department for January 2003 show unemployment in Frazier Park at 7.2%, Kern County 13.5%, California 6.5 % and 5.7% nationally. The 2000 census indicated unemployment at 9% for Frazier Park, 12% for Kern County, 7% for California and 6 % for the United States. In this regard, the Frazier Park service area is higher than state and national figures and lower than county rates. This information has implications for needed career and job resources at the library.

Population Composition By Age

According to 2000 Census information, retirement age (60+) residents make up 17% of the area's population as compared to 12.6% in Kern County, 14.1% in California and 16.20% of the nation. Adults ages 55 and over make up 22.9% of the population in Frazier Park. The same age group in Kern County is 16.6%, in California 18.4% and in the United States 21% of the population. Twenty-eight percent of the population is 17 years of age and under. In Kern County that age group makes up 31.9% of the population with 27.3% in California falling into that age group. Nationally, 25.69% of the population is 17 years of age and under. The median age in the Frazier Park has increased from 34.3 years in 1990 to 39.3 years in 2000. Median age in Kern County is 30.6 years; 33.3 years in California and 35.3 years nationally. The high percentage of older residents points to the need for special attention to service for seniors.

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Population By Occupation

Based on 2000 Census data, the largest percentage of people in the Frazier Park area (32.21 %) is employed in Management and Professional occupations. This is similar to the percentage in Kern County 26.97%, California 35.97% and in the United States 33.65%. The second highest percentage (26.02%) is employed in Sales and Office occupations. This compares to 24.14% in Kern County, 26.76% in California and 26.69% nationally in these occupations. Other occupations are listed in the table below.

Median Property Value

Median property value is \$117,000 in Frazier Park; \$93,300 in Kern County; \$211,500 in CA and \$119,600 nationally, according to 2000 U.S. Census information. People move to the area for many reasons but lower cost of living is one, clean air, beautiful vistas and mountains, and to escape the traffic, smog and congestion of Los Angeles.

Population By Educational Level

Generally, residents of the Frazier Park service areas are better educated than those in other areas. While 31.54% of Kern County, 23.84% of California and 18.61% of United States

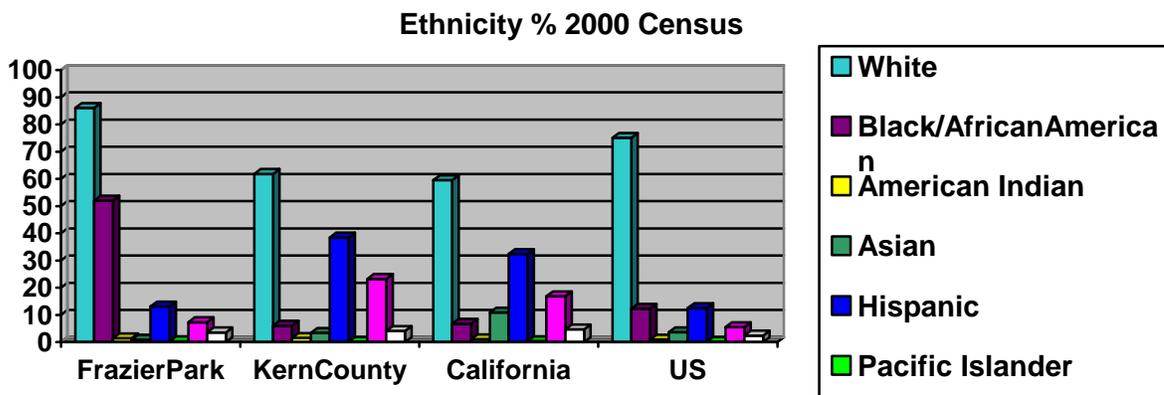
residents do not have high school diplomas, the percentage is 16.55% for residents of the Frazier Park area. Over 32.71% of the people in the service area are high school graduates as compared to 25.38% in Kern County, 19.97% in California and 28.98% nationally; 29.28% have

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attended some college while the percentage of the population attending some college in Kern County is 23.14%, 22.72% in California and 21.31% in the United States. Nearly 27.6% has an AA, BA/BS or Graduate degree. In Kern County 19.94% of the population has a college degree, while 33.47% in California and 31.1% nationally have a degree. (U.S. Census 2000).

Ethnicity

In the 2000 Census, nearly 84% of the population identified themselves as white with 13.05% of that group calling themselves Hispanic. This is a decrease of about 5% from the last census for whites and an increase of about 4.3% from the 8.7% Hispanic population in the 1990 census. This compares to a Hispanic population in Kern County of 38.4% California 32.4% and United States 12.5%. There are very few people of other races in the area; blacks comprise .52%, American Indians 1.4%, Asian .87% and Pacific Islander .27%. People identifying themselves, as other races are 10.48%. The percentage of the white population is approximately 25% higher than that of Kern County and California and about 10% higher than the nation. The white population in Kern County is 61.8%, California 59.5% and United States 75.1%.



Travel Time To Work

Over 49.9% of the working people in Frazier Park commute 45 minutes or more to work. This compares to only 11.71% of Kern County residents, 17.68% of Californians and 14.89% nationally who travel 45 minutes or longer to work. This high percentage of commuters has implications for such collections as Books-On-Tape, evening hours of operation, after school programs for children, and remote access to the library and its resources online.

Population By Industry

The largest percentage of people in the service area (17.83%) lists Education, Health and Social services as the industry in which they are employed. This is less than the 19.57%

employed in the same industry in Kern County, California 18.51% and 18.90% nationally employed in that industry. Construction was the second largest industry in the area with

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11.87%. That percentage is much higher than the same industry in the rest of Kern County 6.92%, California 6.22% and nationally 6.44%.

Neighborhood Mobility

Recent years have seen a tremendous influx and turnover of retirees and young, middle-class families seeking a quieter, more rural lifestyle for their young children and themselves and more affordable homes.

Most residents are full time in all the mountain communities. The exception is Pine Mt. Club, located 15-17 miles west of Frazier Park. It is a resort community of about 50% vacationers and 50% full time residents with a population of about 1,600.

Disabled

Official statistics are not available on the number of disabled in the service area. According to the AARP, however, they serve about 20 homebound residents. In addition, there are a growing number of "environmentally disabled" individuals (at least 10) that are known to have moved to the area according to the Share, Care and Prayer non-profit that has relocated here from a polluted area. Also, the Independent Living Center of Kern County has about 10 clients t a, in the area who have moved here in search of a non-toxic environment. These chemically sensitive individuals hope to have an environmentally safe library.

Household Size

The average household size is 2.6 people, which is smaller than the average Kern County household of 3.3, but very close to the 2.87 average for California households and 2.5 for the average household nationally. The average family size in Frazier Park is 3.11. This is closer to the national average of 3.14 than to the larger averages in Kern County of 3.5 and California 3.43. Nearly 31% of households in the service area have children as compared to 34.6% in Kern County, 31.1% in California and 29.6% in the United States. The number of households with children under eighteen is 26% for Frazier Park service area, 28% in Kern County, 23.7% in California and 22.9% nationally. This Information is from the 2000 U.S. Census.

Analysis And Discussion Of Community Characteristics

The "mountain communities" represent people that are largely independent and comprise a rural, isolated, quiet, picturesque, unincorporated, mountainous area in the southernmost part of Kern County. The area converges on the borders of Kern, Los Angeles, Ventura, Santa Barbara, and San Luis Obispo Counties, the indigenous home of the California condors and Native American Chumash Indians. The Frazier Park library service area is unique. It is not one community, but is comprised of seven geographically separate and disparate locations spread out over 430 square miles. The library service area includes Fort Tejon State Historical Park, Tejon Ranch Company, and O'Neill Canyon including Los Padres Estates, all considered part of Lebec, Frazier Park, Lake of the Woods, Cuddy Valley, Pinon Pines, Pineridge, and Pine Mountain Club. These communities rest on top of the ridge as one travels approximately 25

miles from east to west from the top of the Grapevine Canyon, formerly known as the "old ridge route" that separates the southern San Joaquin Valley from the Los Angeles area. This area also encompasses the west end of the Tehachapi Mountains to the east, the San Emidio

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Mountains, Frazier Mountain, Los Padres National Forest and including Mount Pinos, Frazier Mountain and Mount Abel to the west.

Each of the communities within the “Mountain Communities,” or from the “hill” as locals refer to the area, differs from the others largely by income, occupation, ethnicity and educational level. The east end of the library service area tends to have slightly more Latino population, people that work in blue collar occupations, and lower educational levels and incomes that the western end which has the second highest educated population in Kern County with 31% college educated, 9% Latinos, people that work in white collar occupations or are retired from such occupations, and have higher incomes.

However, the long distance to the closest metropolitan area, 62 miles whether traveling north or south is one characteristic the community holds in common. Long commutes to work, with nearly 50% of the working population traveling over 45 minutes to work everyday is another characteristic the communities have in common. Being high in the mountains, the communities can count on being snowed in and unable to reach the outside world for some part of each winter. Interstate Highway 5 intersects the area on its way from Los Angeles to points north, bringing with it heavy use by motor vehicles, trucks and accompanying pollution at the east end of the area. Despite these factors, the area is a refuge for people seeking respite from the urban conditions the Los Angeles area to the south and the San Joaquin Valley to the north. The area offers an escape into the forests and mountainous terrain, a place to recreate, retreat, camp, hike, mountain bike, four-wheel drive, fly-fish, hike, snow play, cross country ski, pan for gold, view its internationally recognized wildflowers in the spring, visit Native American Chumash Indian areas, and to gain needed respites from the realities of everyday life.

Local annual events include Fiesta Days in Frazier Park, the Pine Mountain Lilac Festival, Music in the Forest in Pine Mountain Club, and the Magic Mountain holiday fair. New upcoming events include the North American Sheep Dog Trials, Cow Dog Classic, and Scottish Festival and Games at Tejon Ranch. Art in the Park is held in Pine Mountain Club throughout most of the year excepting the snowy winter season.

In short, the dramatic mountain scenery, diverse recreational opportunities and seasonal wildflower displays serve as the economic underpinnings the mountain communities and the local Sierra Club chapter has continually worked to preserve. Mount Pinos and Pine Mountain Club is know as the area where the condors fly, and where stargazers, lovers and astronomers from all over Southern California, the Central Coast, the Central Valley, and elsewhere congregate to view planets, constellations, and unknown worlds afar from the top of Mount Pinos.

These mountain communities comprise the library service area called Frazier Park. This town is considered the “retail hub” of the area, the shopping district where most retail businesses, a health clinic, a U.S. Post Office, an information kiosk and transit station, and County services are centered including the temporary leased library branch, a County Park, a Senior Center,

Community Hall, a Museum, a Sheriff’s substation, one of several fire stations in the area, and the 4th District Kern County Supervisor’s field office. The people of this area aim to be safe, healthy and self-sufficient, even to the extent that the local volunteer AARP runs its own “Meals

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on Wheels” without County assistance. This lifestyle is also evident given the numerous requests for how-to materials on many subjects and for online distance education.

The area has two newspapers, owned and operated by the same person, the weekly “Mountain Enterprise” and the monthly “Pine Mountain Pioneer,” the later serving Pine Mountain Club. There is one cable television company with limited television selections, and this company also provides Internet access to area residents. There is no local bookstore, although several have come and gone over the years, because the area lacks a sufficient population and economic base to support this type of business.

The El Tejon Unified School District has 1,400 students; the Gorman School District has about 123 students located in Los Angeles County, although the majority of the students reside in Kern County. There are approximately 150 home-school students that attend various charter and private schools.

People in the area while aware of the isolation and relishing the quiet solitude such isolation brings, they also want up-to-date information via print and electronic technologies. They look to the library as the source of that information. They look to the library as a place to gather as community organizations and learn computer use and computer literacy skills. A place where their children can receive help with schoolwork and become excited about literature through excellent children’s programming. Residents are proud of their natural scenery and want that reflected in the mountain architectural design for the library with native landscaping. Sensitive to their surroundings, they want every precaution taken to use resources wisely and intrude as little as possible on the natural environment.

The diverse demographics of this area provide for a wide range of opinions as to the specific functional requirements for the new library. Overall, the late 4th District Kern County Supervisor envisioned the library to be the “crown jewel of a community- centered library, the centerpiece, representing the heart and soul of the mountain communities, a beautiful warm facility, symbolic of the area, its history and its people.” The community views the library as a communication pipeline, the lifeblood of the community. They want much more space, especially for books, reference, audio-visual resources such as books on tape, computers, reader space, private study space for tutors and students, public meeting space, library programs for all ages, a homework center, a “Computer Learning Lab,” additional copiers, and more hours of opening. Information literacy and computer use classes, cultural programs career information, and homework assistance are also in high demand by the community, School District and home school students. Over 50% of the students in the library service area do not have a home computer according to the School District and an estimated 50% of adults do not have one. An estimated 86% of seniors residents do not own nor know how to use a computer and are intimidated about using the library computer resources from an informal survey by the Director of Libraries with the AARP group. The community wants to know how to use the library, to know how to use computers, and longs for cultural programs such as storytelling and author visits because of their interests, geographic isolation and lack of adequate public transportation.

The lack of adequate transportation, too, makes it difficult for students and those without transportation to work in areas on or off the hill.

Executive Summary of Library Service Needs

Kern County Library, Frazier Park Branch Community Needs Assessment

Drawing from the findings of the needs assessment responses from community meetings, key informant interviews, school and community focus groups and individual written responses, in combination with demographic, library usage and service patterns, a common thread of service needs that are fully developed in the plan of service, became evident.

These service needs included more materials in print and electronic formats, more computers, computer use and computer literacy training, homework help, SAT prep sessions, meeting rooms and private, small group and twosome tutor spaces, a community gathering place, a place for enrichment activities, support for students, separate areas for children, teens and adults, and better access for disabled. In short, the needs fall into the following broad categories.

- Need for Adequate Resources in All Formats – The public and K-12 students desired a much larger and more up-to-date collection of materials in all formats. Students also desired much more media while adults desired more magazines, newspapers and books on tape.
- Need for Knowledge and Skills – Lifelong learning skills are very important to this independent, self-sufficient and rural isolated community. Distance learning opportunities, self-help materials, computer use and computer literacy classes are very important to residents and K-12 students. Internet access is equally as important to access online classes and for information gathering. Students in particular expressed strong support of this service.
- Need for Enrichment Programming – Programs on a wide variety of topics, summer reading programs, historical and nature programs, art exhibits, and enrichment literature programs were highly desired by the community.
- Need for a Place to Gather – The community and K-12 students view the library as a place to recreate, socialize, learn, study, and to do research. Since there is no such place in Frazier Park to do this, the library serves a vital need to people to get together. They want to do this in a comfortable and relaxing setting with lounge type furniture, an area with café type amenities with a fireplace (s). Various meeting rooms were desired to support these needs.

Participants in the needs assessment stated over and over again that the library space and collections were wholly inadequate. They want additional functional space and materials including books in all genres for all ages, various topics, reference materials, newspapers, periodicals and more materials in electronic formats. Requests for books on tape, Spanish language books, and teen magazines were also requested. Respondents acknowledged the

need for more computers, literacy, information and computer instruction and an area where such training can take place. They want cultural and literature based programming for children and adults. They want a comfortable place to gather individually and in groups. Access for the disabled with assistive technology was an important need. They want collections, activities, programs and space that will support the educational needs of students and supportive

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cooperative programs with the El Tejon Unified School District as well services and resources that will support the private and charter home school students.

Analysis of Library Service Needs Based on the Community Needs Assessment

More Print and Electronic Materials – At 13,779 items, the current collection is just less than two items per capita. It is an aging collection that is wholly inadequate to meet the needs of the population. The County of Kern supports the expansion of the collection to over 35,000 items and the purchase of materials on current topics in print, media and electronic formats to meet the needs of the growing population.

More Computers – Due to lack of space, there are only three computer workstations available for the public and one for web Pac access. More computers are needed and classes on using office functions, Internet, online catalogs and databases need to be taught. A separate “Computer/Homework Center “Learning Lab” where these classes can be taught is needed as well as a mobile learning lab.

Programming – Isolated in a mountainous terrain, over 62 miles from urban areas, the need for cultural, recreational, educational programs and distance learning is very real. There is no adequate space or audio-visual equipment to support such programming in the current leased facility.

Gathering Place for Individuals and Groups – The Frazier Park area has no adequate “community gathering” places. The public wants the library to be a place where they can gather in groups, hold meetings, study individually or in groups, tutor adults and children, sit in a comfortable atmosphere to read, view and listen to audio-visual material, participate in cultural, recreational and educational programs and activities.

Support for Educational Needs of K-12 Students - The Joint Venture Project with the El Tejon Unified School District will provide services to support the needs of students K-12. These services and programs will take place during the regular hours of opening and will include Computer/Homework Center “Learning Lab/Student Computer/Internet Docents, Homework Tutoring, Career Resources, Temporary Public Library Special Collections for Students, District-Supplied Core Curriculum Textbooks, SAT Prep Sessions at the Library, ComTec Academy Trainees, Shared Electronic Resources, and Enrichment Literature-based programs. These services will provide support to all private, charter and home school students as well as those in public schools.

Separate Areas for Children, Teens and Adults – The majority of those surveyed wanted separate areas for children, teens and adults with “child and teen” friendly furniture and

displays. Adults wanted an area away from the children and teens where they would not be bothered by the noise that often accompanies energetic children and teens.

Access for the Disabled – Working closely with the Independent Living Center of Kern County and the Kern Assistive Technology Center in Bakersfield, basic “assistive and adaptive

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technology” will be included with an array of specialized equipment and materials to meet the needs of this segment of the community. All ADA standards will be met.

Executive Summary of Service Limitations of Existing Library Facilities

Facility - There is no existing facility. The temporary month-to-month lease has a 30-day requirement to terminate the lease by either party and there are no other suitable facilities to lease in the area. The room in a retail complex is 1,184 square feet.

Collections - The current collection size is less than two items per capita, and it should currently have a minimum of 2.5 items per capita. Because of its tiny size, the library is unable to add a new book without discarding one or sending one to headquarters to be relocated to another branch collection because of a lack of space. The community greatly needs an expanded reference collection, additional newspapers and periodicals, many more books on tape for this commuter population, music CD's other media, high interest, low reading level materials for adult literacy students, Spanish language materials for all ages, and overall a more varied and up-to-date collection in many areas. The branch lacks space for vertical file materials and for the exhibit of its LSTA funded “Shades of California – Shades of the Hill” archival photo history collection. The library also lacks space to properly house children's picture books in 45” high stacks and juvenile materials in 60” to 66” high stacks for greater accessibility. Handicapped patrons are unable to use the facility at all due to its physical limitations. Space is also lacking for the joint venture school textbook collection, career resources, and temporary special collections.

Reader Seats -The library only has 12 reader seats and three tables, including only one for preschool children. However, because there is no more space available, library book bags and brochures, and book donations clutter up the reader tables leaving negligible reader space. The library and community needs assessment calls for a minimum of 71 comfortable reader seats of various sizes and types for all ages. Separate space for adults, teens and children is lacking and programs and school class visits are very limited due to lack of seating and space.

Technology - The facility has only three multi-functional public computers and technology workstations with technology chairs, one web Pac and technology chair in a cramped space and a seat and one computer for one staff member. The web Pac computer is located in the middle of a “main” 36” aisle blocking access to the collections. There is no space for audio-visual listening/viewing workstations or for computer use and information literacy classes, computer/homework tutor space, SAT prep classes, online homework assistance, audio-visual workstations, and distance learning. This was a high priority with all individuals, groups and K-12 students surveyed. The new facility will support 49 public and staff computers, including eight in a computer/homework center “Learning Lab,” which will be provided in support of the library's joint venture agreement with the El Tejon Unified School District. Two of these computers will

be for audio-visual listening/viewing, and ten computers are for staff. Twenty -six of the 49 computers will be laptops, primarily for computer classes for the general public and for remote training in the community.

Staff Work Space –There is one dysfunctional antique desk in the branch and one staff chair. Functional staff workspace is lacking to adequately perform circulation related and reference

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service tasks. Reference, a basic service in all libraries, cannot be offered at a professional level first hand because of a lack of space. Also, patrons do not have any privacy in reference transactions at the very busy one public service desk. One cannot perform one's job with fear of injury due to the tripping hazards in this branch from lack of space for everything! The library staff also needs a cash register for accountability, computer printer equipment, staff lounge, private staff space for conferences, staff lockers, custodial and general storage closets, and a fireproof indoor book return, but lacks space. Visual supervision is limited in some areas of this temporary branch. Book donations too, must be stored in an adjacent shed outdoors, and there is no space for book sales.

Meeting Space-The library branch also lacks space for any programs or for private small group/individual meetings. The library is unable to reach out to the community to offer children's programs and specialized programs for all ages and interests as part of its mission to extend access to library services. Because the branch can only accommodate one staff person, the library is unable to offer the library services that other communities have and expect such as regular children's programming, school class visits, programs for teens, seniors and adults, audio-visual services and equipment, computer use and information literacy training classes, adult literacy training, homework assistance, and accommodation for the handicapped.

Food service and food preparation equipment and areas are also lacking in the temporary facility and are highly desired to support programs and meeting functions. The community also desired various types of audio-visual equipment to support learning needs and public program needs.

Private study/tutoring group and individual reader space is totally lacking in this temporary library and is highly desired by K-12, home-school and adult literacy students and teachers/tutors. Tutoring, while done in the branch at present on a limited basis, is disruptive to library use by others.

While the community has one public and two private community-meeting spaces available in the 420 square miles, they are always overbooked, are fee-based and inconvenient for desired uses. Many residents expressed a need for varied sized meeting rooms to accommodate small groups and up to 125 people with varied functionality with kitchen amenities, food and beverage services and good acoustics.

ADA Access – The temporary library is not handicapped accessible.

Special Purpose Space - This branch has space for only one copier, a public and staff restroom and one wall-mounted small bulletin board. The branch is not able to provide a drinking fountain, fax, scanner, additional copiers, vertical files for the local photo archive and

ephemeral materials, an atlas case or dictionary stand, local history and other community and library displays and exhibits such as the "Shades of California – Shades of the Hill," space to promote library use, food and beverage services, audio-visual listening/viewing centers, a computer/homework center, and space for basic storage, supplies, custodial services, safe and accessible electrical and telecommunications closets, a staff lounge, an interior book return, space for information brochures and community flyers, handicapped accessible restrooms for

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the public, and an adequate number of restrooms, a separate children's restroom, and private office space.

Service Limitations of Existing Library Facility

There is no existing facility. However, the temporary facility has the following service limitations.

Collections – The collection size is 13,779, just under 2 items per capita. Collection allocations are based on demographic and age group information and modified to reflect 2.5 items per capita. Future capacity collections for the 2020 population are estimated at 35,079 items or 2.5 items per capita in accordance with ALA recommendations and Kern County Board approval for a population of the current size in the *“Kern County Library Facilities Master Plan to the Year 2020.”* According to the community needs assessment, the collection size and types of formats are wholly inadequate to meet the needs of the current population, hence the need to increase the items per capita from two to three and consistent with other County rural branches serving similar populations at this time. The community wants a greatly enlarged reference collection, more books on a wide variety of subjects for all ages, especially for teens and adults, many more magazines for all ages and a wide selection of newspapers, high interest low reading level materials for adult literacy students on pragmatic subject areas, more books on tape (in cassette and CD format), more book cassette kits for children, more media, more of everything! K-12 needs include space for school textbooks, career resources and temporary special collections. Space is grossly inadequate to grow the collection beyond its current capacity to meet the current needs of the community and to represent the diverse needs and interests of its residents and visitors. Space is also lacking for vertical file materials, especially items of local interest and local history files, and for the display/exhibit and proper storage of the of the “Shades of California – Shades of the Hill” photo-archive collection. The library must also integrate all collections in 84” high stacks except the easy picture books because of a lack of space. The public desires separate juvenile collections in the new facility, and stack heights suitable for youth except for the reference area. Also, currently the library must weed a title to make room for a new title as a consequence. There is a lack of handicapped access to the facility and to maneuver around the library.

Readers’ Seats – The branch has 12 reader seats and three small round tables. It needs 71 seats to accommodate future growth and to serve the community and K-12 students adequately for study space, tutors and their students and a homework center and computer training lab, general reading, private space for individuals, twosomes and group study. Presently, three chairs are for juveniles, seven are for adults and there are two lounge chairs. Numerous adults including many men use the library for reading each day. Also, numerous independent and home school and adult literacy students and tutors meet at the library several times a week. There are an estimated 100-150 home school students in the library service area. Space is

severely limited for this activity. Schools classes cannot visit the library due to lack of space to accommodate them, and there is no special children's area, teen area or suitable environment for programs for others as well. First hand observations for several weeks this year indicates this branch has severe service limitations in adequately serving the needs of readers. There is a lack of handicapped access to the facility and to maneuver around the facility.

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Staff Offices, Workstations, and Visual Supervision –There are no staff offices for the one to two staff present at a time. There is one small highly dysfunctional antique desk for circulation/reference tasks. There is no space for receiving, sorting and mending books, book sale and donated items, (which causes constant tripping hazards), inadequate space and outlets for the calculator (with an inaccessible electrical outlet) volunteers, for a secure and fireproof book return closet, for custodial supplies, and closet for equipment and storage items. Visual supervision is limited to about 60% of the space due to stack heights and placement. The existing space cannot accommodate future growth of a projected four equivalent full-time staff and volunteers and the need for public desks including a circulation and reference desk for private transactions. The lack of space for staff workstations and offices limits the level of service the library can provide overall (e.g. the library is unable to provide professional reference service, computer and homework assistance, information literacy training, programs, and book mending on site). There is a lack of handicapped access to the facility and to maneuver around the library.

Technology – Due to a lack of space, there are only three public technology multi-functional workstations and one color and black and white printer. When the printer malfunctions, the public and staff must wait up to a week for repairs due to the remote location. There are no audio-visual workstations for lack of space. There is one technology workstation for staff, a receipt printer, a bar code reader, and one computer to access web Pac. Print management has just been installed and is working well. Due to the constant daily high demand for multi-functional computers and Internet access, computer and information literacy training, people are constantly turned away from using the library, or they must wait hours, or call in advance to reserve a time (since many people have to drive up to 25 miles) for computer use. Based on the needs assessment, the library plans on having 49 multi-functional technology workstations for the public including 10 for staff needs. Eight of the computers will be housed in a “Computer/Homework Center “Learning Lab,” environment to be used for homework assistance and to teach information literacy and computer use classes. Two of the computers in the Lab will have a homework subscription program available and will be dedicated for K-12 use during all the hours of opening of the library. There is a lack of handicapped access to the facility and to maneuver around the facility. Also, there is no space for a cash register and therefore security and accountability are compromised.

Meeting Rooms – There are no meeting rooms for library and community functions, programs and computer training classes, both remote and in-house. This prevents the library from fulfilling program needs and from fulfilling the community’s desire to have the library serve as a community center as expressed in the needs assessment. People want regular story-times, and a space to accommodate up to 125 people if possible, for cultural, historical, informational, and educational programs.

When the few story-time programs are held annually in the branch, they are presented in the body of the library, disrupting all other functions. The lack of space also prevents adult literacy students and tutors from meeting, and from having privacy, and the home schoolers, tutors and other students needing tutoring from having adequate private space to do this as well. The community needs Board meeting space and larger group study space for



Photo above shows lack of meeting space at Frazier Park Branch 0

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about 14 people, however there is no space for this activity. They also need supportive audio-visual equipment, laptop projection technology and kitchen equipment to support programs. There is a lack of handicapped access to the facility for meeting purposes.

Special Purpose (miscellaneous) – There is no space for special purpose functions such as a homework center dedicated for student use, computer use or information literacy classes, distance learning opportunities, additional copiers, a fax machine, a change machine, vertical files, community display and exhibit space, permanent art, rotating art displays, photo archive display, bulletin boards, distribution racks for income tax forms and for library and community brochures and flyers, atlas and dictionary stands, used book sales, storage, custodial closets for equipment and supplies, accessible electrical and telecommunication closets, storage for program supplies, book sale items, an adequate number of restrooms, handicapped access, a lounge and refreshment area, a drinking fountain, staff lounge and kitchen, benches, a deck and patio with furniture for socializing, and a special children’s environment. There is a lack of handicapped access to the facility.

Services Needed But Unavailable – Space is lacking for various services to include handicapped accessibility to the facility entrance and interior including the one public/staff restroom, ADA adaptive and assistive technology for computer use, computer use and computer literacy classes, in-house and remote in the community, distance learning, handicapped accessible technology workstations, drop-off book returns for both audio-visual resources and books, an adequate number of restrooms for men and women and a separate children’s restroom, more parking, bicycle racks, vending services and a place to eat and socialize, closet storage for coat, hat, backpack and boots, exhibit/display space for permanent art collections, historical photos, and library and community displays for special holiday events and local interests, private study/tutoring space for groups, twosomes and individuals, professional reference service for all ages and a reference public service desk, an adequate number of circulation public service desk workstations for peak times, school class visits, public meeting space for 60 people for a variety of functions, a public pay phone, various state-of-the-art audio-visual equipment for library and community interest programs for all ages, a computer/homework center with online and desktop homework programs, training facilities and tutor assistance, a larger collection of books, media and periodicals to meet minimum standards of 2.5 per capita, more multi-functional computers and high speed printers to meet public demand, adequate copy center services such as fax, scanners, color copy and storage and

work space for same, a cash register for accountability and better accuracy, custodial services, more reader space adequately sized for all ages, appropriately sized stack shelving for more materials of all types and for all ages, change machine, dispensing machine, vertical files for ephemeral information and local history files, community bulletin board space, atlas and dictionary stands, diaper changing stations, a drinking fountain, audio-visual listening/viewing centers, to name a few.

Executive Summary of Physical Limitations Of Existing Library Facilities

There is no existing library. However, the temporary month-by-month leased facility, with a 30-day termination clause by either party, is grossly inadequate in many ways, including

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structurally, to serve the community's needs for resources and services efficiently and appropriately.

From a structural perspective, the entire building and the site it sits on are inadequate. A sloping, unpaved parking lot full of potholes is especially dangerous during the winter season when ice and snow pose safety problems for all drivers. The parking lot is so small that to enter it and leave it, cars must pull in front of on-coming traffic. This poses a safety hazard for everyone, but especially for senior citizen drivers. Lighting designed for retail space does not meet the needs of readers in libraries and often casts glare on computer monitors.

Energy awareness was not a consideration when the leased facility was built. Windows without glazing, poor insulation, inadequate lighting and inefficient heating/cooling contribute to the uncomfortable nature of the building and the higher than necessary cost of operation.

Health and safety are major issues in the current structure. Plumbing problems pose health concerns on a regular basis and without a floor drain for the water closet overflow. Poor heating/cooling add to patrons' discomfort in two seasons of the year. The dangerous parking situation has already been discussed. Inadequate filtration and ventilation and the unpaved parking lot contribute to the health and well being of library users. The small facility is also hazardous and inefficient with everyone competing for limited space for varied functions in cramped quarters.

The building entrance and interior does not meet ADA accessibility requirements. This is a very large problem in a community that has as large a proportion of residents who are senior citizens. Parking on sloped surfaces does not meet ADA requirements, nor does the one bathroom for the public and staff. Aisles between bookshelves meet the minimum ADA requirements, but other furniture placement blocks space for browsing, walking around and for queuing. No one who built this leased facility understood the concept of non-assignable square footage.

Lack of sound insulation and proximity to traffic contribute to a noise level that cannot be controlled. Noise levels from other tenants in the two-story structure and a lack of sound insulation results in a continuously noisy environment.

The limited size of the building itself restricts movement. No custodial or electrical closet exists and support equipment for those functions must be incorporated into public/staff space. The current single, tiny bathroom serves as a bathroom for staff and the public and, at the same time, serves as a staff lounge, a supply closet, a janitor's closet, an electrical closet and a storage closet for unused materials and equipment.

Use of space within the existing branch is not functional. What you have in the existing building is the bare necessities of branch operation crowded together so that the community can have as much of a public library that is humanly possible to crowd into one cramped location. Walking, reading, study, browsing, programming, computer space is not only limited, it barely exists. The need to get as many books into the building as possible has resulted in the use of 84" book stacks that not only block visibility, but also contribute to claustrophobia.

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To make matters worse, the existing location is at one end of town on a secondary road and misses out on the business that naturally comes from being located in a highly visible, easily accessible location.

Physical Limitations – Expansion

There is no room for expansion in this tiny one room temporary leased facility.

Structural –This 1,184 s/f leased facility was built in 1981. The library temporarily leased it and opened to the public in 1982, replacing bookmobile service since 1958. The entrance and exit to the facility is not handicapped accessible. It also has a down sloping parking lot full of pot holes which is grossly inadequate for the five tenants in this two-story wood frame, is icy in the winter time, and a hazard to everyone who steps out of their car or walks across the parking lot. This down-sloping parking lot and the inaccessible entrance also makes it impossible to maneuver a book truck or depressible book cart from the outdoor book return to the inside of the facility. The book return is also exposed to the elements and the one short gutter over the entrance is placed so that the runoff hits the side of the book return, and the runoff drenches the staff and the public as they try to enter the facility or as the staff empties the book return during inclement weather such as snow, ice and rain. Most of the parking lot is not paved contributing to asthma and allergy problems. The florescent lighting is direct, the ballasts are noisy, and the light throws a glare on the computer screens; there is no sound insulation in the building to buffer the noise from other tenants, the restroom and from road traffic; the facility has poor security with windows low to the ground, poor exterior lighting, only one staff/public non-handicapped accessible restroom in which the one water closet constantly clogs and there is no floor drain for overflow; the structure is poorly maintained; there is no direct access to the telephone and electrical closets in the facility (they are located in another tenant's space); there is no custodial closet or utility sink; no public telephone, inadequate infrastructure for electrical, phone, data outlets and cabling. Windows do not reflect the sun so the building gets hot in the warmer months. There is a swamp cooler that spits out dried mineral deposits over the children's book area whenever it is turned on; it lacks air conditioning. Only one of two heaters is operable.

Energy Conservation – This leased library facility does not employ any conservation measures, such as those mentioned in "*Sustainable Library Design*" by Johanna Sands or in "*Energy Management Strategies in Public Libraries*," both provided through the Libris Design Project and cited in the Bibliography. Only except by default, one of the heaters does not work if one could claim this as an energy conservation measure. Windows are single and double pane, the one swamp cooler spits out white dust and are totally inefficient. The branch is in a sunny location, however no passive or active collectors are employed. There is no HVAC system on a variable air volume system and no air filtration in this dusty environment. There is no space on the premises for a bicycle, skateboard, scooter or in-line skate rack on the premises.

Health and Safety – The facility is a hazard to anyone who tries to walk or maneuver around cars which are right in front of the door of the library in the pot-holed, down sloping parking lot,

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or to enter the facility with a non-handicapped accessible step pad with a bar in front of it to prevent cars from driving into the entrance. The lack of gutters drenches those who enter during inclement weather; the facility does not have any fire sprinkler system, nor fire or security alarms, is not wired to the fire department, is located at the far east end of town and at night is dark with no one else around; wires are exposed in several areas and present tripping and electrical hazards along with the lack of space for basic library functions such as delivery of library materials with the book bags all over the floor and housed next to the one toilet (where one can easily contaminate the bags)! The stacks are not seismically braced in this highly seismically active area that has five intersecting earthquake faults. Most of the tables and chairs are old golden oak with many splinters. The light fixture covers appear ready to fall off; there is no space for storage, so all cleansers are accessible to children, extra florescent light bulbs are stored above unstable book stacks, pictures and other items are not secured above the stacks or on the walls; mice slip under the doors of the library, fleas abound and create the hazard of exposure to the deadly Hunza virus and Bubonic plague. The one restroom has an inadequate ventilation fan with few air exchanges per hour and the one water closet often clogs and there is no floor drain; the library does not have any air ventilation or filtration at all with the swamp cooler; The computers are located at the entrance to the facility with one seat positioned with its back to the door - this poses a hazard as people enter the facility with possibly hitting the person sitting in the chair nearest to the door.

Disabled Access – Does not exist, nor is it possible in this tiny facility that houses five tenants. The library entrance and parking lot is not handicapped accessible, the parking lot is full of potholes, the restroom is inaccessible and doubles as a closet, and the branch is so crowded, one cannot maneuver a wheelchair around or use a computer. Additionally, several members of the public complain about the lack of air filtration, ventilation, fleas and the animal hair and dander that is evident in the branch from the public. This causes respiratory problems.

Acoustics – There is no sound insulation in this multi-tenant facility which houses “healthy start” and “head start” programs, the library, a small retail business for second-hand clothing, gifts and alterations, and an insurance office. The facility is very noisy with all the adjacent functions, the road noise, and in the library, everyone can hear every body’s else’s business (for better or worse) including noise emanating from the one restroom. The fan in the bathroom

is also very noisy, and when tutors and teachers meet with their students at the library, and when anyone talks in the facility, everyone is within earshot of everything said.

Space Flexibility/Expandability –There is none in this leased facility, nor are there any available facilities elsewhere in this rural isolated mountain community.

Functional Spatial Relationships – All collections, except the easy books are integrated due to lack of space in 84” high stacks. Visibility in the branch is limited due to stack placement. All reading areas are placed together so all ages are forced to tolerate each other with each other’s nuances including the home school and adult literacy tutors and students speaking aloud. There is “no privacy” in this branch to even conduct a proper reference interview with the public, or to deal with problems patrons. The public computers are located right next to the entrance door and adjacent to the circulation desk so the public’s back is to the door, they interfere with

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people entering and exiting the facility and with circulation desk functions. Basically the branch functions at the most minimal level due to its tiny size.

Site - The temporary Frazier Park Branch is the southernmost branch of the Kern County Library system. It borders Kern, Los Angeles, Ventura, San Luis Obispo, and Santa Barbara Counties. The temporary branch is located at the far east end of town on a secondary road off the main road through the mountain communities with one of the lowest number of road traffic counts in this area.

Space Needs Assessment

Library Collections – Describe the current status of the library collections and the capacity of the proposed building to house the collections in the future. Clearly, with a population growth of nearly 300% from 1980 to 2020 comes the need for more library materials. A larger building brings with it an expanded collection capacity and the opportunity to develop collections to meet specific local needs.

Currently, the temporary Frazier Park Branch has 13,779 items and the new facility will have an overall collection capacity of 35,079. The proposed facility will house 25,373 items less circulation factors estimated between 10% and 50% for various item types. **(See the Building Program, Libris Design in Tab Section 4 Pages 9-1 – 9-3 for more detail as to the proposed collections and circulation factors for all item types).** The annual circulation is estimated this fiscal year to be 27,000, up by several thousand from last year's 24,403; the average turn-over rate of the collection is 1.8; turnover rates vary from 1.3 for adult and juvenile fiction and non-fiction to 2 for easy books. Other turnover rates are comparable and none exceed 2. Since the development of the collection has been constrained in many item types in this temporary branch due to lack of space, since the population will double again in the next 15 years, since the library plans a full service library and technology center and an outreach and marketing plan, and since the library will weed extensively prior to the opening of the new facility, the library chose to use percentages for various ages from the U.S. Census, circulation statistics, an analysis of the past year's holds, average turnover rates in various item types, subject requests as well as input from the recent needs assessment, and input from the Branch

Supervisor to base future collection sizes for item types. While the collection is in a state of constant flux, data given below for current collections are based upon 2001/2002 statistics.

Children/Juvenile - The current easy book collection represents 10.3% or nearly 1,425 items of the total collection to serve about 6% of the 0-5 years of age population. This collection has a turnover factor of 2. This is the most heavily used item type in the Frazier Park Branch. The capacity of the new branch will accommodate nearly 2,500 easy books and 450 paperbacks for about 8.5% of the collection for an estimated 6% of children 0-5 years of age to the year 2020. About 100 board books will also be provided as part of this collection and will be an increase over the current collection of 67. There is one magazine for children and there is no additional space for additional titles. There are 92 book/cassette kits.

The juvenile collection serves 8% of the population aged 6-13. Approximately 24% of the current collection or 3,350 materials serve this age group, and about one-third of the collection is fiction, including about 400 paperbacks. The collection has 11 CD's. There are no teen

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magazines nor is there any space for them. The turnover rate is 1.1. The future collection of 2,600 will include about 12% of the total collection to serve an estimated similarly sized age group. Two hundred fifty Spanish language materials will be added to this collection in response to requests from this age group. The current collection does not have any Spanish language materials and does not have any more space to add any children's materials, except to stack them in piles on top of high book stacks. About 80-100 Spanish language items are planned in response to the needs assessment and at this time most patrons in need of Spanish language materials request them from other branches in the system at this time. There are no juvenile videos however the main library sends rotating video collections with a variety of items for all ages to branches on a two-month cycle.

Proposed Collection - A total of 21.6% or 6,775 materials is proposed for this group. An additional 700 videos, 175 book/cassette kits, 70 CD's, and 70 cassettes are also proposed as part of the combined media collection. Six magazines will be purchased for this age group.

Adult/Young and Adult Materials – Sixty-three (63%) percent of the current adult collection is adult materials. Turnover of this collection is about 1.3 percent. Future plans proposed increasing this collection overall to 78.4% to serve this age group. The current collection includes 13.3% - general fiction or 1,836 items; 4% or 528 mysteries; 1.1% or 152 science fiction; 1% or 130 westerns; 1.3 % or 174 large print, most of which is fiction; 6.5% or 900 paperbacks; 27.5% represent non-fiction of 3,790 items; less than 2% or 183 items of the current collection are designated as young adult materials; the proposed collection will increase to 5.6% of the collection to serve an estimated 9% of this age group.

Reference materials total 401 or 2.9% of the collection. The proposed collection will expand to 1,400 items or 4.5% of the collection.

Media - The total media collection totals less than five percent of the total collection with about 107 books on tape and 600 other various media types represented such as DVD's, videocassettes and CD's; expansion plans will increase this collection to about 11% or 3,615 items as part of the total collection including many more CD's for teens as requested by the K-

12 students and more media types overall. The average turnover rate is 2 for this collection, excepting cassettes that have a turnover rate of 1.3.

Local History -A small local history collection is included with adult non-fiction. It is estimated this collection of about 50 items will grow to 100 items and will be supplemented by the local history collection at the main library and local resources housed at the new Ridge Route Communities Museum and Historical Society to be located .1 of a mile from the proposed new permanent library.

Proposed Collection - Overall the proposed print collection will include about 24,550 items including 1,750 popular items for young adults including a music CD's and collection of career materials for both reference and circulating collections as requested by young adults. The combined media collection for all ages will include 3,615 items including about 100 Spanish language media item types and 595 books on tape for this commuter population in response to community requests. Over 1000 additional large print items are also proposed for this new

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facility increasing the collection fivefold over the current collection of 174 items and including many more non-fiction titles. (For additional information about overall collection expansion plans see Tab Section 4, Building Program, Libris Design, Pages 9-1 to 9-3).

Periodicals – The adult collection has only 24 titles with plans to expand to 45 titles. Adults in particular requested more magazines since there is no bookstore on the “hill.” Teens too, also requested more teen magazines. There are two young adult titles and plans to expand to nine titles. Back issue magazines presently include about one year; space in the new facility will be provided for an equivalent 70 volumes and the collection is currently supplemented by an “Infotrac” database system-wide with access to an additional 2,600 titles on a cost –share basis with the San Joaquin Valley Library System (SJVLS). Vertical file materials are needed.

Newspapers -The branch currently has only two newspapers, the *Bakersfield Californian* and the local *Mountain Enterprise*. Adults in this community desired many more including the *New York Times*, *LA Times*, *SF Chronicle*, *Wall Street Journal*, and a few others from the CA central coast. Nine newspaper subscriptions are planned and will be supplemented by many more current, back-file and microform issues from the main library in Bakersfield.

Justification-The temporary Frazier Park Branch collection can be characterized as less than “basic.” Small branches in rural locations with limited collection capacity have to cover the basics and rely on Internet, reference databases and inter/intra library loans to meet their residents’ needs. “Basic” in the case of rural collection development often relates to “general works” on a topic. With no room for medical resources on a variety of diseases, a “basic” collection will rely on general works on a wide variety of diseases. The result is sketchy and limited information on a wide scope of topics.

Because “basic” collections are self-limited, often patrons living in remote regions have to wait for materials to be requested from another location. That also means, given the library’s delivery schedule of two to three deliveries weekly, and with waiting for deliveries from the San Joaquin Valley Library System member libraries or from within the Kern County Library system, patrons must wait for their requested materials to arrive from a remote location. An expanded

narrative on the collection development processes and decisions are found in the Frazier Park Branch Plan of Service, and allocations of the Frazier Park Branch book, multimedia and periodical collections are also included there and in the Building Program, Libris section 9-1 to 9-3. Circulation statistics, an analysis of the past year’s holds, average turnover rates in various item types, subject requests as well as input from the recent library needs assessment and input from the Frazier Park Branch Supervisor on information needs of patrons have all contributed to the development of new collection allocations. Current purchasing patterns indicate that the Frazier Park Branch receives about 1% of all new material purchases based upon their prorated portion of the total Kern County Library system population. However, given their unique needs and their population of under 10,000 and their great distance from other larger libraries, their per capita collection needs to be increased from just under 2 items per capita to a minimum of 2.5 items per capita. The number of items purchased will increase for the new facility to bring their collections up to 2.5 items per capita consistent with other branches of its size in Kern County at this time and to meet community needs. Approximately 8,000 new items will be purchased for opening day. ALA standards and Wheeler and Goldhor standards were used in determining the number of items needed along with the community needs assessment given the current and

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projected population and because this branch is part of a larger regional collection with deliveries twice weekly, the per capita number of resources needed was established at 2.5 rather than 3 items. Moreover, resource sharing with intra/inter system loans in California and in the nation extends information access even further.

Category	% of total	Justification
Adult Fiction	29%	<ul style="list-style-type: none"> ◆ 69% of population is age 20+ ◆ Over 17% of total population are 60+ indicating additional time for leisure reading. About 26% of current circulation is adult/YA fiction.
Adult Non-fiction	33%	<ul style="list-style-type: none"> ◆ 69% of population is age 20+ ◆ Current collection is interfiled with juvenile non-fiction. Twenty-nine percent of current circulation is adult non-fiction. ◆ Needs Assessment strongly emphasizes subject needs on a wide variety of topics
Reference	4.5%	<ul style="list-style-type: none"> ◆ Current collection is less than 3% of total collection ◆ While electronic reference sources from llii.org will complement print collection, curriculum-related reference books are especially important for homework support.
Young Adult	5.6%	<ul style="list-style-type: none"> ◆ Over 7.5% of total population is ages 15 – 19 years. Census statistics do not break down the 10 – 14 yr range. However, a sizeable number of youth in that age group use young adult resources. Circulation included with Adult fiction. ◆ Even though the Census age breakdowns are not the same, the young adult population is growing. In 1990, 4.3% of the total population was age 14 – 17. In 2000, 7.5% of the total population was age 15 - 19
Young Adult	5.6%	<ul style="list-style-type: none"> ◆ Over 7.5% of total population is ages 15 – 19 years. Census statistics do not break down the 10 – 14 yr range. However, a sizeable number of youth in that age group use young adult resources. Circulation included with Adult fiction. ◆ Even though the Census age breakdowns are not the same, the young adult population is growing. In 1990, 4.3% of the total population was age 14 – 17. In 2000, 7.5% of the total population was age 15 - 19
Children's	21.6%	<ul style="list-style-type: none"> ◆ 23.5% of the total population is 0 – 14 years of age. ◆ Children's materials account for nearly 35% of total current circulation. ◆ Needs Assessment showed high value placed on children's education and well-being. ◆ Joint Venture with local school district will promote greater interaction between

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		school/student/parent and library.
Audio Visual	11%	<ul style="list-style-type: none"> ◆ Current circulation of audiovisual materials equals 10% of total circulation. ◆ Over 54% of the adult population commutes 1 hr per day and have expressed a strong need for an expanded Books (or CD) on Tape collection. ◆ .Geographic remoteness means few other local sources of media.
Magazines/Newspapers	Less than 1%	<ul style="list-style-type: none"> ◆ Needs Assessment indicated great interest in additional magazines/newspapers especially for adults, and more teen magazines. ◆ Residents of geographically remote areas have a strong desire to stay connected with current events/trends/issues in the outside world.

Summary and Allocation of Library's Collections (See the Building Program in Tab Section 4, Libris Design, Pages 9-1 through 9-3).The assumptions regarding the percentage in circulation for the collections, as applicable are based in part on actual circulation data from this past fiscal year (10-50% for various item types), anticipated projections given an expected fourfold use after the opening of the new facility, and from an expected 28% increase in population by 2006.

Collection Calculations and Conversion Factors - (Also the Building Program in tab section 4 from Libris Design, Pages 9-1 through 9-3 and pages 15-2 through 15-14)

Projected Volumes								
Category	Collection Name	Type of shelving	Volumes Per shelf foot	Per linear	# volumes per unit	# units needed	s/f per unit	Total s/f needed
Adult/YA			17,787					
	Fiction	36" aisle DF 90" H steel shelving w/ 14 shelves	2,513	8	314	8	18	144
	Large print	36" aisle DF 90" H steel shelving w/14 shelves	788	8	263	3	18	54
	Mysteries	36" aisle DF 90" H steel shelving w/14 shelves	980	8	327	3	18	54

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	New Books	42" aisle SF 82" H book-store display shelving	100	8	100	1	23	23
	Non-Fiction	36" aisle DF 90" H steel shelving with 14 shelves	7,875	8	328	24	18	432
	Paperbacks	Paperback rotor tower DF 66" shelving unit	1,575	16	525	3	18	54
	Reference	42" aisle DF 90" H steel shelving with 12 shelves	1,400	6	200	7	20	140
	Sci Fic	36" aisle DF 90" H steel shelving with 14/shelves	394	8	197	2	18	36
	Spanish F	36" aisle DF 90" H steel w/14 shelves	298	17	298	1	18	18
	Spanish NF	36" aisle DF 90" H steel shelving w/14 shelves	298	8	298	1	18	18
	Westerns	36" aisle DF 90" H steel shelving w/14 shelves	446	8	223	2	18	36
	YA	36" aisle DF 90" H steel shelving w/14 shelves	280	12	280	1	18	18
	YA Pap	Paperback rotor tower	840	16	420	2	18	36
Children		DF 66" shelving unit	5,095					
	Easy	36" aisle DF 45" H steel shelving w/6 shelves	1732	20	346	5	18	90
	Paperbacks	Paperback rotor tower	270	16	270	1	18	18
		DF 66" shelving unit						
	J Fiction	36" aisle DF 66" H steel shelving w/10 shelves	800	13	267	3	18	54
	J Non-fiction	36" aisle DF 66" H steel shelving w/10 shelves	2,080	13	347	6	18	108

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	J Spanish	36" aisle DF 66" H steel shelving w/10 shelves	213	20	213	1	18	18
		shelving w/ 10 shelves	2359					
Audio Visual	Audio Cassette	Bk Audio book rotor tower	446	10	223	2	18	36
		DF 66" shelving unit						
	Audio Cassette	Audio Cassette	263	19	263	1	5	5
		1 tower w/9 tiers						
	CD & DVD	Compact disc, CD-ROM	939	25	470	2	24	48
		& DVD display browser						
	Video Cassette	Video cassette rotor tower	711	10	237	3	18	54
		DF 66" shelving unit						
Magazine s			132					
	Back Mag	36" aisle DF 90" H steel	63	1	32	2	18	36
		shelving w/ 12 shelves						
	Curr. Mag	44" aisle SF 66"H News-	45	1	9	5	14	70
		paper display shelving						
		w/3shelves						
	Curr News	44" aisle SF 66" H News-	9	1	9	1	14	14
		paper display shelving						
		w/3 shelves						
	Curr YA Mag	44" aisle SF 66" H Mag.	9	1	9	1	14	14
		display shelving						
		w/3 shelves						

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	Curr Ch Mag	36" aisle SF 45" H Mag.	6	1	6	1	12	12
		display shelving						
		w/2 shelves						

Readers' Seats

Description of Readers' Seats

A total of 71 readers' seats are included in the building proposal. Forty five of these are for adult use of which one is a rocking chair, 10 are lounge chairs and 34 are reader seats; six chairs are allocated for young adult – 4 reader and 2 lounge; 10 are allocated to juvenile – 2 lounge and 8 reader and 10 are allocated for children – 2 bean bag, 4 reader chairs and 1 picture book slant table with benches for four. Reader seats are used at tables, study counters, group study and carrels for traditional library use. The children's area has graduated sized chairs for graduated height tables. Technology seats are included under the technology section below.

Standards

Goldhor's and Wheeler's standards from "*Practical Administration of Public Libraries*" (Harper & Row) were used to determine readers' seats. Wheeler recommends using a standard of 10 readers' seats per 1,000 for populations under 10,000 and using a standard of 5 readers' seats for populations over 10,000 and under 35,000. The current population of Frazier Park is 7,051 and the projected 2020 population is 13,963. Using the formula of 10 per thousand with the 7,051 population nets 70.5 readers' seats. Using the formula of 5 per thousand for the projected population nets 69.82 readers' seats. The readers' seats for the new Frazier Park Branch nets at 71 and that number validates both formulas within a margin of 1. The temporary branch has a total of 12 chairs. With only three tables available for study and community information handouts, the facility lacks work and reading space. These standards are also consistent with the "*Kern County Library's Facilities Master Plan to the Year 2020.*"

Calculations Used and Conversion Factors (See the Building Program in tab section 4 from Libris Design Page 10-4) In general 20 – 40 square feet was used for various types of chairs. Children's reader seats are generally 20 s/f, YA and adult are 25 s/f, lounge chairs vary from 25 for juvenile to 35 s/f. The reader seat chart from the building program, tab section 4, from Libris Design, page 10-4 further outlines the s/f factors for various types of seats.

Technology

Description of New Equipment

All technology will be state-of-the art and will be "energy star" rated. Flat panel LCD's and laptops are planned throughout the building with access to the Library's network and patrons may connect to the Internet with wireless access to ensure the security of the Library's network. The planned technology proposed for the Frazier Park Branch will be based on a star topology and includes one server. The servers will have a Windows 2000 or equivalent operating system with software such as Microsoft Office, Web browsers, Library online catalog, Inspiration, a Cal Tech Assistance



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Program networked on all computers from the School District to assist patrons with self-paced computer literacy instruction and other CD Roms that will be networked. There will be a total of 49 computers including 26 laptops and 23 LCD desktop workstations provided for public and staff access and for training purposes. Three of the 49 computers will have accessible workstations with assistive and adaptive technology. The public computer workstations include functionality for the SJVLS regional online library catalog from Epixtech, Office productivity, Internet, access to database subscriptions including Infotrac, Eureka and Reference USA, www.lii.org reference materials online, infopeople training modules for staff and the public, and other educational software. Eight of the public computer workstations will be part of a Computer/Homework Center “Learning lab” and two of the eight computers will have an online tutor homework subscription such as PLATO or Tutor.com, accessible during all hours of opening of the library. The “Learning lab” is part of the joint venture between the El Tejon Unified School District and the County of Kern with the Kern County Library. Another ten staff workstations will be used for circulation, teaching, research and administrative functionality. Staff and public will have access to high-speed color and black and white Laser printers. There will also be three black and white desk jet and laser printers, five bar code readers, receipt printers, and a fax machine for staff use. Adaptive and assistive technology complying with the Americans for Disabilities Act will be provided to assist people with computer technology and audio-visual workstations. A computer software customer reservation system will help facilitate the use of technology resources for customers and print management software will be used to manage the output of printed forms and operational expenses. A “Copy Center” will have Image Platforms that fax, scan, print, and photocopy in color and black and white. Fifteen technology workstations including two state of the art audio-visual computer workstations of which three are ADA accessible are planned. (See the Plan of Service’s **Technology Plan** in Tab Section 3 and the Building Program in Tab Section 4 from Libris Design Pages 10-14 to 10-17 for specific details).

Describe Calculations and Conversion Factors Used – Technology workstations 45-50 s/f (See the Building Program in Tab Section 4 from Libris Design, Pages 10-14 through 10-17 for specific calculations and conversions used for various equipment including number of items and types of equipment).

Staff Offices and Workstations

Projected Staff Organization and Standards

Approximately three equivalent FTEs, for a total staff of 4.5 FTEs, will be added, to operate the new full service facility and carry out the plan of service including 46 hours of opening, and the cooperative agreement for joint venture services with the ETUSD. Staff will need both back room workspace and public service stations to accommodate the anticipated increases in workloads and for maximum functionality. The projected staff includes a Branch Librarian II who will be in charge of branch operations, a full-time Library Associate, whose primary duties will be programming, training, reference assistance, and overseeing the operation and supervision of 5-10 anticipated volunteers and student docents in the Computer/Homework Center “Learning Lab,” one full-time Library Technician and one full-time clerk to handle circulation related public service desk duties, and one part-time Departmental Aide to shelve materials. A staffing standard of a minimum of one staff per 2,500 people served established by the American Library Association was modified in the “*Kern County Library’s Facilities Master Plan to the Year 2020*” to one staff person for every 3,500 people served since the branch is part of a large

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library system with many support services. However, a ratio of 1 staff for every 3,100 population is recommended to open the new facility given the expected workload requirements of the new facility, the projected population growth, the added responsibilities associated with the joint venture project, and the learning curve needed for all new staff to open a new facility. Using this standard, the total staff of 4.5 should be sufficient. The American Library Association further recommends that one-third of the total staff (excluding maintenance personnel) be professional. Of the proposed 4.5 FTEs recommended, one is recommended at the level of Master's Degree in the field of Library and Information Science and one full time paraprofessional employee in the classification of Library Associate is recommended which requires a Bachelor's Degree. It is hoped that the Library Associate that is hired will seek to earn their Library Science Master's degree with assistance from the California State Library's Public Library Staff Education Program. Other staff members include 2.5 FT staff at the clerical level, including a FT library technician, a FT library clerk and a part-time departmental aide.

Resulting Workstations

Three stationary public service staff workstations are planned; two workstations at the circulation desk and a reference desk for one staff person with expansion capabilities for one additional staff member. Also, one portable computer workstation will be used for the computer/homework center "Learning Lab" for training purposes. Workroom workstations include space for nine full and part time staff including a branch manager's office, a reference workstation, and work areas for six other staff and volunteers. The workroom will be equipped with appropriate office furnishings as well as storage and shelving to handle the flow of materials for check in, sorting and mending, over dues, equipment, and other work space essential to daily branch operation. The square footage needed per staff was calculated through a combination of suggested formulas by Goldhor and Wheeler from (*Practical Administration of Public Libraries*), Holt, the American Library Association, Libris Design calculations, and Joseph DeChaira's (*Time-Saver Standards for Building Types*). These suggested formulas were adapted based on computer equipment and workstation needs and the Plan of Service for the Frazier Park Branch.

All staff work stations have been designed to maximize effective service to the public. Basically, that means that line of sight has been achieved as often as feasible in the preliminary design of the building so that staff at either the reference and children's information desk or at the circulation desk have as wide a view of the facility as possible both for customer service and safety reasons. Both the Branch Manager's office and the Staff Workroom are designed to be visual connections to public areas and service desks so staff working behind-the-scenes can quickly respond to patron's and staff needs.

Calculations and Conversions Used - 35-90 s/f for various public service desks and workstations (See the Building Program in tab section 4 from Libris Design, Pages 10-12 and 10-13 for specific details on the calculations used for staff workspace. The clerical workstations may be shared with volunteers if necessary and a general worktable is provided for volunteers as well.

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Meeting Room Requirements

Description and Space Allocation

In direct response to the Needs Assessment, the new branch includes a multi-purpose meeting room with a capacity of 60 with an adjacent kitchen and storage areas be situated at the rear of the room with a pass-through window for serving refreshments. Square feet for this room are 726, not including the kitchen and storage areas.

The meeting room will be equipped with audio visual and electronic equipment needed for various types of community meetings, group presentations and to support community performances. Private group study for a group of six, two rooms for twosomes and individuals are planned for this facility. The group study for six and twosomes will be in glass-enclosed rooms and the individual study space will be in carrels.

Number and Capacity

As the community has grown, so has the number of groups that need meeting space for various purposes. A main attraction of the new Frazier Park Branch will be the availability of a medium sized community meeting room to seat 60 people for cultural, educational, recreational, and informational events as well as library programs and special art exhibits and displays. Ten tables will also be provided. A few people in the community felt the space should be larger and should accommodate up to 125 people, with a theatre with excellent acoustics, however, the majority would be satisfied with a multi-purpose meeting space to accommodate 60 people (after also checking the capacity and usage of all of the group meeting facilities in the mountain communities and at the four schools, the latter of which all have auditoriums for

theatre productions even though the acoustics are lacking unless special equipment is rented from specialty places from Bakersfield or Los Angeles). For anticipated larger audiences, the community meeting room across the street from the proposed new library, which



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has an occupancy of approximately 180 people, can be reserved at no charge to the library from the Kern County Parks Department and a feature of the new skateboard park to be built within .2 of a mile of the new site will feature an outdoor amphitheatre. While the community also desires a smaller room for board meetings, the community meeting room should be adequate to accommodate this need as well. The community also desired private group study space, tutor/student study space and individual carrel study space for the varied users of the library, to include many home school students and their tutors, adult literacy students and general use by the public. This space is planned in the new library. The community also desires a special children's environment in the children's area with an area for storytelling for small groups. This too, is planned in the new facility. By providing meeting space of different sizes and amenities, the Frazier Park Branch will strengthen its position as a center of community activity.

The 726 square foot multi-purpose room will open off the library's main lobby, and will be accessible and open off the children's area in the library. It will be available during times when the branch itself is closed. Easy access to the parking lot, public restrooms, coat, hat and boot

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closet, a drinking fountain, vending machines, and public telephone will make the use of the room attractive to mountain community area residents. The area will include a small kitchen adjacent to the area with counter space for catered events, multi-purpose audio-visual capabilities including an overhead data projector, a laptop computer with drives for media, surround sound, and a built in projection screen all with remote control access, a podium with a built in sound system and microphone, a lavalier microphone, table top and stand up microphones, built-in flag holder on the wall for the U.S. flag, a built in rail for hanging various sizes of art work for community art exhibits on two side walls with dimmable track lighting for various works, a cabinet enclosed wall-hung presentation board, portable data projection, plug in capability to the Internet and to the library's network with Cat 6 cabling and electrical outlet for computer training classing with up to 20 laptops, satellite access via RG6 coaxial cabling for distance learning opportunities, Cat 6 data, electrical, and phone lines, wireless access throughout the room and the library for patron access to the Internet via their own laptops, a paging system speaker, a phone for staff access, audio-visual carts and lockable storage for the audio-visual equipment, carts and its control mechanisms, for tables and table dollies, chairs and chair dollies, and miscellaneous equipment. The entrance to the multi-purpose room will be at the rear of the room so that latecomers will not interrupt programs in progress.

The concept of multi-purpose will allow use of the room for adult programs of current interest, dinner programs, concerts, small theatre productions, in-service training meetings, adult literacy training, children's and family enrichment programming and story-times, community group meetings, presentations by the Fort Tejon State Historical Park, AARP, County service programs, the Sierra Club Condor group, and the Ridge Route Community Museum and Historical Society, to name a few. While standards vary, this seating capacity is within the range allowed by the Uniform Fire Code, adopted by Kern County. A standard of 10 s/f per seat (Holt) or Libris Design was used. An outdoor deck and patio area is planned for socializing, for astronomy programs and for a tipi with native American Indian programs, to name a few.

For the comfort of users, the room should operate on its own thermostat, be soundproof, and have a lighting system that can be adjusted to meet the needs of each program. Audiovisual

programming and theatre productions will require that the room be darkened in an appropriate manner.

Private soundproof individual tutoring and group study needs will be accommodated by the inclusion of group study space for six with a table and six chairs, two study spaces for two with built-in desktops and two chairs each, and four study carrels and chairs. All rooms in the body of the library are planned to meet the needs of the large number of independent learners and home-school students (100-150), personal preference, and the needs of adult literacy tutors/students. All rooms shall be designed with glass enclosures for easy staff supervision and security and tutoring which can be loud at times. The size of the group study room is 175 based on Libris Design recommendations and the study counter for two is based on 40 s/f for this space also from Libris Design. Data and electrical requirements will include electrical outlets and data lines for laptops, access to the Internet and the Library's website/catalog.

A special children's environment is also included in this building program. The children's area of 100 sq. ft. is planned to entice young readers to socialize and to browse through the board

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books that are a part of a planned play fixture. Permanent art from noted children's artist/illustrators is also planned in this area along with an area for hanging children's art from the community, and for mounting special holiday and other bulletin board displays. Track lighting, an inconspicuous art rail, and a tack able wall mounted fabric covered bulletin board need to be installed. A sculpture is planned mounted on a granite base adjacent to the children's library in the library entrance.

Describe Calculations and Conversion Factors Used (See the Building Program from Libris Design, tab section 4, Pages 10-2 and 10-4). Ten s/f per meeting room seat was used except in the group study room, 30 s/f was used and in the areas for group study counters for twosomes, 40 s/f was used for each meeting seat.

Special Purpose Miscellaneous Space Needs

Description of Additional Spaces/Equipment

The new Frazier Park Branch will include a number of special items specific to the Plan of Service. A copy center is included with various equipment. An audio/visual listening center with one of two workstations and equipment will be ADA accessible to enable the public to utilize a variety of media in the branch. A Computer/Homework Center "Learning Lab" has been created as part of the cooperative agreement for a joint venture project with the El Tejon Unified School District to maximize student performance with individualized and online curriculum assistance as well as to provide expert help with computer use and with access library and information resources. Additionally, computer literacy learning classes and expert reference assistance will be provided via 24/7 reference assistance, the library's homepage with homework helper links, lii.org, and e-mail reference service from the main library. Public meeting space and audiovisual equipment for school class visits, enrichment literature based programs, and other library and community programs are also planned. Many other items are planned for overall library functionality. Each space description in the Building Program section from Libris Design, tab section 4, includes inventory items specific to each area and general statements of functionality.

Calculations and Conversions - Variable depending upon the unit. (See the Building Program section from Libris Design, tab section 4, Pages 10-6 through 10-11 for a list of items and square footage assignments.

Nonassignable Space (25% of space)

Using the 25% guideline for non-assignable areas from the Libris Design software program and past experience from recent library building projects in the last decade for five branch projects of varying sizes from 6,000 to 16,290 square feet, we have found that this guideline works very successfully. The net-assignable square footage total 7,479, the non-assignable square feet is 2,493 and the gross s/f is 9,972. Overall 25% on non-assignable space is planned for areas such as the hallways, built-ins, custodial sink and supply closet off the lobby, the public entrance and lobby, public and staff restrooms, the mechanical equipment room, the telecommunications room and the staff entrance.

Five commodes and one urinal are needed off the lobby; one child sized unisex restroom is needed in the children's collection and seating area, and one unisex staff restroom is needed. Provide small chalkboards (as an anti-graffiti measure) and vandal resistant material and

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equipment, (i.e. use graffiti free, corrosion resistant partitions, etc. Specifications for paper and product dispensers to be approved by county general services staff in accordance with the décor and architectural style. Provide baby-changing stations in all public restrooms. Include floor drains in all restrooms and custodial closets, a medicine cabinet and storage for staff toiletries.

A refrigerated, reverse-osmosis filtered water drinking fountain, accessible to the handicapped, must be provided in an easily supervised lobby area. The lobby will serve as an airlock, for bench seating, café seating, vending machines, a directory, display/exhibit areas for the distribution of community and library flyers, income tax forms, and for a fireplace. The custodial closet off lobby will include a mop sink, cleaning cart, stepladder, mop bucket, snow shovels, and industrial shelving. The other custodial sink and storage room is not part of non-assignable space and has a much larger list of equipment. The closets must have floor drains and moisture resistant floor and wall finishes. Mechanical equipment must be labeled so that staff understand the equipment and can handle emergencies arising from the custodial building systems.

See also Building Program, Tab 4, Libris Design Section, page 10-1.