

**CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)**

**Final Program Narrative Report
(LSTA Form 9)**

Grant Information

Library Jurisdiction	Califa Group
Project Title	Reinventing the 21 st Century Library
Grant Award #	40-8262
Grant Period	2013-14
Amount of Grant Award	\$110,000
Amount of Grant Expended	\$110,000
Local Match	
In-Kind	
Total Amount of Project <small>(amount expended + match + in-kind)</small>	\$110,000
Number of Persons Served <small>(should not include total population of service area or potential population to be reached)</small>	100

Project Director

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This report is due on the date listed in the LSTA Grant Guide for this project. Follow this link to view the Grant Guide. <http://www.library.ca.gov/grants/lsta/manage.html>

Email this report in "word format" to lsta@library.ca.gov then mail ORIGINAL and 2 copies to:

California State Library
P.O. Box 942837
Sacramento, CA 94237-0001
Attention: Fiscal Office - LSTA

SIGNATURE: _____ **DATE:** _____
(Please sign in blue ink)

Project Final Report

A final narrative report is required on the use of federal Library Services and Technology Act (LSTA) funds following the completion of a project during each project year. The information you report will be used to complete the California State Library report of how funds were expended. Excerpts from this report may be submitted to the Federal government in their evaluation, or may be published by the State Library or shared with other institutions. Please answer all of the questions thoroughly. Please attach any reproduction copies of photographs of project activities or media produced for the project.

Project Purpose

Include your program purpose statement here

Immerse 100 library staff and select city department representatives across three cities in design-thinking methodology.

Develop a set of innovative community-facing service delivery solutions to pilot over an eight-month period.

Identify opportunities for organizational support to undergird the design-thinking process within the library system, such as technology, spaces, role definition or staffing, communication, etc.

Project Activities and Methods

How did you accomplish the project? What were the steps involved? How did you engage the target audience?

We led 1.5-day workshops across two cities and one county: San Jose, Rancho Cucamonga and Yolo county with a total of 100 library staff, city representatives and community partners or students involved.

Teams in these three locations have run over 20 pilots of community-facing services and one organizational experiment with over 150 community members participating across the pilots.

Project Outputs

What was created for the project and how much? (For instance three promotional brochures were created and 75 copies distributed; or three training classes were designed; two sessions of each were held, and 80 people were trained)

One hundred staff from library systems and city departments trained in design-thinking methodology.

Rancho Cucamonga: Five one hour pop-up programs were planned and executed by 5 staff members: Pop Up Science, Soda Science, In Your Face Science, Rockets, and Dinosaur Walk. Pop-up programs had 15 – 30 children in attendance.

Yolo county: Seven events including multiple Makerspace events, such as designing catapults from found materials, Garbage Band Maker Box, Volcano Eruptions science event, a Teen Takeover of the library with book spine poetry.

San Jose: 12 events in San Jose targeted the young professional population, (after graduating college but before having children) who are typically non-users of the library. Events included: 5 Replicable upcycling projects, 2 Farmer's Market external programs, 4 Trivia Night external programs, 1 Design Thinking challenge (New Hire Challenge) as well as 3 Surveys, 6 Memes, 2 Videos and program trailers.

Project Outcomes (if applicable)

Please state the outcomes and the results of your evaluation.

Overall, the core teams at the three pilot libraries developed a strong sense of ownership of the design thinking methodology and began to adapt the process steps to suit their unique needs. This was modeled during the planning session for CLA in which each library team stepped up to lead a different portion of teaching the design thinking methodology to their peers at CLA.

Rancho Cucamonga, San Jose and Yolo county have executed over 20 pilot events of community-facing services and one organizational experiment with over 150 community members and staff participating across the pilots, exceeding our initial expectation of 3-6 pilots.

San Jose is using design thinking as a tool to gather input from various departments and the San Jose community at large to help design and implement programs, policies, and procedures. The outcomes were achieved by distributing cards to non-users, informing non-users of current library resources such as Zinio e-magazines, transforming non-users into regular users, and identifying key stakeholders and communication strategies within SJPL when new services are implemented.

Yolo led over seven events for teens to foster a sense of co-ownership of the library. Examples include:

- Catapulting Fun involved making catapults and then using various types of ammunition to hit targets. Expected outcomes included but were not limited to decorating concepts, principles of catapults, trajectory issues, and properties of ammunition. This project was particularly interesting because it was done twice – once with teens and once with tweens.
- Garbage Band Maker Box utilized household items as the basis for an impromptu band. The teens did indeed create music makers out of these items; some of the instruments were based on examples provided and some were original creations, including impromptu “tagging” creations. Expected outcomes included but were not limited to making instruments and recording a musical session.
- Volcano Eruptions again utilized household items to make various kinds of volcanoes. Ideas and instructions were included. Expected outcomes included learning to use various household items to create chemical reactions and learning the chemistry behind these reactions.

Additional Project Outcomes

Please state any additional intended or unintended outcomes and what data sources you used.

Rancho:

All surveys conducted during this process were focused on extracting information to progress the iterative process vs. measuring outcomes. Having said this, some basic outcomes that occurred included:

1. 20% of library staff that participated in the training increased their knowledge about the design thinking process. Whereas this was not measured with a written pre/post survey, but rather through a post training discussion, those staff that participated in the second ½ training gained a better understanding of the process than those that only attended the first full-day session.
2. 100% of parents surveyed during the pop-up programs reported that they could see their children were learning something from our programs vs. just a normal visit to the park.
3. Library staff gained a greater knowledge in executing outreach programming. In the past, a lot of our outreach was focused on getting out information or a storytime. After the series of pop-up programs, library staff gained a greater knowledge in the types of programs that will/won't work in a pop-up setting. As a result, programs in a box will be created.

Anecdotally, public who attended our pop-up programs increased their familiarity with library services (since a library staff member talked to every parent/child during the pop-up programs), increased their knowledge about the program topic at hand (measured mostly by anecdotal evidence), and enjoyed the opportunity to interact with their children.

San Jose:

Primary principles taken away from Design Thinking include:

- Design thinking is a shift in mindset from "should we" to "how can we/let's try."
- Mistakes/Failures leads to progress/innovation. Communication does not equal understanding, so Ground Rules are essential.
- The key is building consensus from the bottom.
- What we say we do or believe in and what we actually practice are two different, sometimes opposite things.
- It's OK to kill an idea or project.
- You get more done with small/simple steps than with big ideas.

Anecdotal Information

Tell us a story. Give two or more examples of how the project has helped an individual or group in your community.

Rancho:

Each program was met with great enthusiasm by children and their parents. Parents enjoyed seeing their children learn and have fun, and several used the time to ask Library staff about programming offered at the library. They all expressed interest in continued "pop-up" activities.

The children were especially enthusiastic about our more interactive activities; baking soda volcanoes, soda explosions, 3D imagery, and "Physics to Win it" physical challenges.

At our second program, "Night Sky," there was one particular little girl that was exceptionally enthusiastic about stomping on the water bottles to make her rocket shoot into the sky. She was delighted every single time her rocket flew into the sky and was quite disappointed when her mother informed her it was time to go home.

In addition, testing out the pop-up experience has been a great starting point for the Rancho Cucamonga Library LSTA project – Pop-Up RC – mobile city services. This design thinking process allowed us gain some valuable data to help us launch the Pop-Up unit.

San Jose:

The team realized they could probably help SJPL the most if they spread some of the tools and ideas from Design Thinking to the entire system.

The first design challenge presented to Library Assistants: What are the problems with implementing Summer Reading? We then had the group brainstorm:

Aspirations (In an ideal world, what would a perfect Summer Reading implementation look like?),

Benefits (What would be the benefits of such a roll-out?)

Opportunities "How might we's ... do things differently?"

Story: We collected feedback from the LA's to see what they thought of the process and we received overwhelming positive results. They came up with a large number of ideas and were very excited to get started implementing them. (Sample questions we were asked: "Can we do this?" "Are you going to share this?"). We also heard positive results when we asked if folks could see how they might use some of the D.T. techniques with their staff (the clerical staff). We wound up with a massive list of ideas that folks seemed excited about starting with, and our impression was that we may have received some kick-back if we had simply dreamed up the list ourselves and suggested it to the staff.

Farmers' Market Library Pop Up

To reach non-users (post college but pre-kids), the team decided to take the library services OUT to where these folks spent time: the farmer's market.

Story: One woman who signed up told us that she walked by the library every day for two years, thought about signing up for a card, wondered how much time it would take, but never stepped in. She was excited to get a card and to hear a little bit about what we offer -- so excited that she talked a couple friends into also signing up for cards. All three were in our targeted demographic.

Trivia Nights

Getting out to trivia night at a local pub was our first attempt to make connections and form a partnership outside of our usual type of outreach.

Story: We have some great ideas going forward: working forward incrementally to perhaps run trivia night ourselves, demonstrating how the e-magazines work, gathering a little piece of information (on the ticket) in exchange for the help we offer on the trivia.

Yolo:

In addition to planned events utilizing Maker Boxes, the staff also started creating impromptu events; perhaps the most successful impromptu event was the domino run created from discarded VHS tapes. The teens wanted more VHS tapes so they could run the line outside the library.

A 2nd event, planned and advertised, was Melted Crayon Art, involving crayons, silhouettes, hot glue, artists' canvases, and hairdryers. The teens included both males and females and finally ended an hour after the scheduled end time when there were no more canvases.

Exemplary Project

If you feel your project was exemplary and others could learn from it and replicate it, please tell us why.

Rancho:

While outreach is not a new concept to libraries, popping-up in parks and schools is not the norm. Appearing with learning and fun activities outside a school as it lets out for the day was a great way to reach a population that may not normally visit the library, spreading awareness and changing perception of the library and what services, beyond checking out books, are offered.

Yolo:

Using the concepts in design thinking we decided to start new teen advisory groups in two of our smaller branches, Yolo and Esparto. We started holding one meeting per month with 8 attendees with the aim of giving youth a voice within the library and community.

We provided a safe, nonjudgmental place for these boys to come and hang out. In return, we earned their respect and they earned ours. We have seen behavior changes for the better and a willingness to help out the library with different activities. The branch supervisor just told me that since our last meeting (two weeks ago) the teens have started coming in the library every day it is open. When she needed help with a project three teens volunteered immediately to help out. By giving the group a chance and not trying to fit our expectations on them, we have gotten more than we anticipated.

FEEDBACK FOR THE CALIFORNIA STATE LIBRARY ON THE GRANT PROCESS

We want to learn and improve our grant processes. Please let us know what worked and what we could do differently to make it a better experience. Thank you!

N/A