

California State Library FY 2014 / 2015 Library Services and Technology Act Final  
Program Narrative Report

<b>Reference #</b>	8272358
<b>Status</b>	Complete
<b>Project Title</b>	Reinventing the 21st Century Library: Projects from Pilot Libraries
<b>Grant Award Number</b>	40-8486
<b>Choose grant project start date</b>	2014-10-01
<b>Choose grant project end date</b>	2015-06-30
<b>Library/Institution</b>	Yolo County Library
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<b>Choose the library/organization type</b>	Public
<b>Project Director First Name</b>	Patty
<b>Project Director Last Name</b>	Wong
<b>Project Director Title</b>	County Librarian
<b>Street Address</b>	226 Buckeye Street
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<b>Zip Code</b>	95695
<b>Project Director Phone Number</b>	530-666-8002
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<b>Please choose one goal in the California State Library LSTA Five Year Plan 2013 - 2017 that best describes the project.</b>	Goal 7: Community Connections

**Project Abstract**

Yolo County Library recruited and engaged local teens and community partners to collaborate in the design, creation and presentation of STEAM-themed portable maker boxes to be used for library programming with school-aged youth. A total of 19 teens from three different communities in Yolo County partnered with library staff and five local professionals to research scientific subjects, advise library staff in the procurement of supplies, and, using the principles of scientific inquiry, develop related hands-on experiments appropriate for school-aged children. The teams created six maker boxes on the subjects of electricity, rocketry, veterinary science, bioluminescence, solar exploration, and light. The benefits of this project include: increased interest in and advanced knowledge of STEAM-related subjects among the teens involved and the local youth they presented to, relationships built between teens and local subject matter experts, increased opportunities for youth to engage in hands-on experimentation and creative expression, and the development of presentation and project managements skills among the teens involved.

List any important outcomes or findings from your project. What changes occurred in your target audience's skills, knowledge, behavior, attitude, and/or status/life condition?

100% of participating teens indicated through interviews that they learned something new and gained a new skill through participation in the maker box project. Annie stated that "every other Saturday, my brother and I became scientists, artists, designer, mechanics, teachers, students, and as the title so clearly states: makers," and noted that "The experiments were more of a brain stimulating and thought provoking exercise rather than getting new factual information but I'd say that the former is more important because learning factual information is incredibly easy but to truly know how to think deeply is a skill that is harder to master."

We anticipated that 75% of participating teen/tweens would indicate they had a better understanding of the various types of STEAM-related careers. While teens were exposed to subject matter experts in science, technology, engineering, and mathematics and gained some understanding of the practical applications possible through advanced study and job placement in those fields through participation in this project, the primary emphasis was on scientific exploration, more than future career opportunities. Career opportunities were explored during general conversation but not in a formal manner.

95% of participating teens indicated through interviews that participation in the maker box activities increased their interest in STEAM-related topics/subjects. Annie stated: "Although I have always been this way, the program has reignited a curious spark in me when I learn. I want to know 'why' and 'how' for everything now because of our habitual routine (thanks Gail:) during our brainstorming sessions for the maker boxes. Unlike school has conditioned me to think, believe it or not, learning can be a bucket of fun."

An unexpected outcome was the impact that presenting the maker boxes had on the teens. Teens appreciated the opportunity to practice their public speaking skills. One teen reported: "I have never been so determined to stand up and share my knowledge and findings. For once in my life, I saw a hint, a mere spark of interest, that perhaps public speaking could actually be fun! (I still surprise myself when I think of this) Nonetheless, I know that I am a little more comfortable speaking in front of a people than I was when I first started out. That is not to say that I don't still have a long ways to go, but at least it feels a little more doable than before." Another noted that the experience allowed him to see what it was like giving knowledge to others instead of receiving it. One teen also noted that repeatedly presenting the experiments in the maker box to small groups of people over and over again during one program was stressful. He also gained experience in generating enthusiasm for an activity that did not appear to have the same bells and whistles as the one next door.

The teens who worked on the solar exploration maker box experienced a dramatic shift in attitude and behavior when, early on in the

project, they were reminded that the project was theirs to manage. After this, they became an independent team and worked as project managers by setting up their own meetings, exploring the use of shared technology, such as google docs and doodle polls, to facilitate information gathering and reporting, engaging in research and expanding the activities and broadening the topic covered by the maker box, independently recruiting new members, and are working on writing up their own manual for the maker box.

Teens working on the bioluminescence box had to learn how to adapt their program based on product availability. They also learned how to anticipate and prepare for discussion on a controversial topic (GMOs). They learned they had to be flexible and engage in creative thinking when they realized that the experiment they had initially selected was not appropriate for a time-limited program.

Teens also found their natural roles within the teams and allowed each other to contribute at their own comfort level. They learned to become more flexible and develop realistic expectations and goals. Through participation in a team, they had the opportunity to try out different leadership styles and gained knowledge about which ones worked better than others.

When given the challenge to work on electricity experiments in a safe and supportive environment, a group of at-risk teens who were historically low performers academically enthusiastically researched and performed experiments and presented three programs. One member of the group commented "How are you getting Jorge to do this? He doesn't even do his homework." These teens met deadlines, worked under a tight time frame, and worked on the project outside of library open hours.

One teen reported that as a result of participation in this process she will be more open to new experiences: "this program has taught be a more broad lesson: take chances, go out and say 'yes' more just like I agreed to join in this adventure. Because I would have not gained anything had I chose to stay in the house in front of the computer screen all day. This thought has a smaller direct connection to maker's box but it has and will have a tremendous influence in my personal growth and development so I wanted to give credit to my experience in just joining in the program itself."

<p><b>Briefly describe the importance of the outcomes or findings.</b></p>	<p>Through the maker box project, the Yolo County Library engaged in youth development--intentionally helping youth meet developmental needs, building their capacity, and providing relationships and connections needed for their success.</p> <p>Teens learned project management, to adapt, and that they could exceed their own expectations. They experienced a sense of accomplishment which lead to increased self-esteem. The maker box project also led to a deepening of the relationship between the library and local teens. Teens received exposure to subject matter experts and potential mentors that they might not otherwise encounter.</p>
<p><b>What methods were used to determine your outcomes or findings. Choose all that apply.</b></p>	<p>Survey, Interview/Focus Group, Participant Observation</p>
<p><b>Based on outputs, outcomes and/or other results, explain any significant lessons learned from these findings for either the State Library or others in the library field.</b></p>	<p>With teens it is important to first create a relationship. Once that trust is built, they are willing to get involved in the library in a deeper and more meaningful way.</p> <p>Sometimes our expectations of the outcomes are out-of-touch or unrealistic or difficult to track. So the unexpected outcomes are just as important and relevant as the ones that were identified at the start of the project.</p> <p>As facilitators, we should not be so focused on the outcome as the learning that occurs along. Let the process succeed or fail as it will. In situations where development is the goal, if we allow ourselves to be the support rather than the driver of the process, our outcomes will be much richer and impactful.</p>
<p><b>Do you anticipate continuing this project after the current reporting period ends?</b></p>	<p>Yes</p>
<p><b>Please describe why.</b></p>	<p>Teens continue to be interested in refining and presenting the maker boxes and have scheduled some future dates for programs. The maker boxes were planned as an ongoing tool for STEAM programming support. Next steps for the team include reviewing the binders attached to each maker box for uniformity, checking the contents of each box and replacing supplies as needed, training additional staff members and volunteers on the subject matter and related experiments for the boxes, and developing a procedure for staff members to check out the maker boxes and use them for branch programming. Additionally, one of the theme options for our Summer Reading Program will be "Full STEAM Ahead" which would provide us with a number of opportunities to utilize the boxes.</p>
<p><b>Do you anticipate any change in the level of effort?</b></p>	<p>Yes</p>

<p>Please briefly describe any changes in the level of effort. Include information as to whether you intend to use LSTA, local or inkind funds.</p>	<p>We used the LSTA funds to purchase a number of supplies that might be cost-prohibitive to enhance program participants' experience and provide them with access to equipment that they might not normally be exposed to. We also planned for sustainability by selecting low-cost or no-cost supplies that could be replaced/replenished using programming support funds provided by library Friends groups or other donations. Additionally, some boxes provide tools that patrons may not have at home. The library can supply the tools that the patrons can use with their own personal materials to create. With the LSTA funding we were able to create 12 maker boxes in eight months. We may add additional maker boxes in the future but at a much slower pace. We may also be able to use some of the equipment purchased with multiple maker boxes.</p>
<p>Do you anticipate any change in the project's scope?</p>	<p>Yes</p>
<p>Please briefly describe the changes in the project's scope.</p>	<p>In the original project summary we stated that teens would learn to use film and recording equipment to document, promote, market and share their creative moments through various social media. Through interacting with the teens, we learned that those that were interested just wanted to do this individually with their own equipment (primarily cell phones) and through their own personal social media networks, not collectively. We may try to have the teens share their experiences utilizing the library's digital storytelling equipment.</p>
<p>Do you anticipate any other changes in the project?</p>	<p>Yes</p>
<p>Please briefly describe the changes in the project.</p>	<p>The focus will shift somewhat from the creation of the boxes and the initial relationship building with teens to the utilization of the boxes in programming for school-aged children throughout the county. The teens involved in the project will shift from the role of learners, primarily, to the role of educators.</p>
<p><b>ADDITIONAL MATERIALS</b>You can attach to this report any supporting documents relating to outcomes, outputs or other information that you believe will add to the report.</p>	<p><a href="#">comments_from_teens.docx (18k)</a></p>
<p><b>Additional Materials</b></p>	<p><a href="#">4_STEAM_relationships_worksheet.pub (107k)</a></p>
<p><b>Additional Materials</b></p>	<p><a href="#">Makerspace_recruitment_flyer_for_DAVIS.pub (407k)</a></p>
<p><b>Additional Materials</b></p>	<p><a href="#">makerbox_presentation_for_staff_day_without_video.pptx (5781k)</a></p>
<p><b>Additional Materials</b></p>	<p><a href="#">board_of_supervisors_acknowledgement_of_teen_makers.jpg (81k)</a></p>
<p><b>Project Intent - choose ONE</b></p>	<p>Lifelong Learning - Improve users' general knowledge and skills</p>
<p><b>SUBJECT OF INTENT: Select no more than THREE subjects.</b></p>	<p>Arts, Culture &amp; Humanities, Education - Afterschool activities, Science, Technology, Engineering &amp; Math (STEM)</p>
<p><b>Amount of Grant Award</b></p>	<p>5000.00</p>
<p><b>Amount of Grant Expended</b></p>	<p>5000.00</p>

Amount of Local Match Cash Contribution Expended	10556.00
Amount of In-Kind Expended	22718.00
Total Amount of Project	38274.00
Advertising, Public Relations and/or Promotional Materials	No
Fundraising and/or Proposal Writing	No
Lobbying and/or Advocacy	No
Food and/or Entertainment	No
Construction and/or Renovation	No
Indirect Costs	No
<b>INSTRUCTION - PROGRAMSKIP THIS PAGE and proceed to the next applicable activity for your project if this activity does not apply to your project.</b>	PROGRAM: formal interaction and user engagement, e.g. a class on computer skills
Activity Title	STEAM maker box events
Activity Intent - choose ONE	Lifelong Learning - Improve users' general knowledge and skills
<b>SUBJECT OF INTENT: Select no more than three subjects.</b>	Arts, Culture & Humanities, Education - Afterschool activities, Science, Technology, Engineering & Math (STEM)
Brief Activity Abstract:	Teens and subject matter experts collaborated to present programs at three different locations throughout the county utilizing the various maker boxes that they created. They presented programs to a variety of different audiences, including tweens, school-aged children, and all ages. At our largest event, over 150 patrons of all ages were invited to explore the library's new maker box programs in the community room of the Davis branch library. Hands-on stations facilitated by the teen creators were set-up for attendees to explore microscopes, electricity, music, bioluminescence, circuitry, rocketry, solar telescopes, and light. This event sparked a lot of interest in the maker boxes, and patrons asked staff when they would be presenting specific maker box programs.
Delivery format	In person
Session length - number of minutes	60
Number of sessions in program	1
Average number in attendance per session	22
Total number of times program was administered	11
Total number of program attendees	237
Is this activity statewide?	No
Is this activity directed at the library workforce (including volunteers and trustees/libraryboard members)?	No
Is this activity directed at the general population or a targeted population?	General Population
Public libraries	1

What partners were involved with this activity? Select all that apply.	School district, Non profit, Private sector
Please select the Target Age Group for this activity. Select all that apply.	All ages
Geographic community of the targeted group. Choose as many as apply.	Suburban, Rural
Is this activity targeted at specific economic types?	Not applicable
Is this activity targeted at specific ethnicity types?	Not applicable
Is the activity directed at families?	Yes
Is the activity directed at inter-generational groups?	Yes
Is the activity directed at immigrants/refugees?	No
Is the activity directed at those with disabilities?	No
Is the activity directed at those with limited functional literacy or informational skills?	No
Is the activity directed at groups that fall into a category not already captured? If yes, please provide brief detail.	No
<b>INSTRUCTION - PRESENTATION/PERFORMANCE</b> SKIP THIS PAGE and proceed to the next applicable activity for your project if this activity does not apply to your project.	PRESENTATION/PERFORMANCE: formal interaction and passive user engagement, e.g an author's talk
<b>INSTRUCTION - CONSULTATION</b> SKIP THIS PAGE and proceed to the next applicable activity for your project if this activity does not apply to your project.	CONSULTATION: Informal interaction with an individual or group of individuals (library staff or other professional) who provide expert advice or reference services to individuals, units or organizations. Includes drop in and referral.
Activity Title	Subject Matter Expert Consultation
Activity Intent - choose ONE	Lifelong Learning - Improve users' general knowledge and skills
SUBJECT OF INTENT: Select no more than three subjects.	Arts, Culture & Humanities, Education - Afterschool activities, Science, Technology, Engineering & Math (STEM)
Brief Activity Abstract:	Library staff members met with the teen maker box groups on a regular basis throughout the grant period to provide consultation, guidance, support, reference assistance, and act as general sounding boards. Additionally, five community member subject matter experts in the areas of plant biology, veterinary medicine, physics, aerospace, and physical science were connected with teen maker box creators to provide mentorship, learning opportunities, real world expertise, and project support. They helped the teens through the scientific inquiry process and guided them through subject-related activities, provided feedback on ideas, and encouraged experiential learning.
Delivery format	In person
Mode (check all that apply)	Consultation, Other (describe), regular meetings
Total number of consultation/reference transactions.	28

Average number of consultation/reference transactions per month.	4
Is this activity statewide?	No
Is this activity directed at the library workforce (including volunteers and trustees/libraryboard members)?	No
Is this activity directed at the general population or a targeted population?	Targeted Group
Public libraries	10
What partners were involved with this activity? Select all that apply.	School district, Non profit, Private sector
Please select that Target Age Group for this activity. Select all that apply.	13-17 years
Geographic community of the targeted group. Choose as many as apply.	Urban, Suburban, Rural
Is the activity targeted at specific economic types?	Not applicable
Is the activity targeted at specific ethnicity types?	Not applicable
Is the activity directed at families?	No
Is the activity directed at inter-generational groups?	No
Is the activity directed at immigrants/refugees?	No
Is the activity directed at those with disabilities?	No
Is the activity directed at those with limited functional literacy or informational skills?	No
Is the activity directed at groups that fall into a category not already captured? If yes, please provide brief detail.	No
<b>CONTENT - ACQUISITIONS</b> SKIP THIS PAGE and proceed to the next applicable activity for your project if this activity does not apply to your project.	<b>ACQUISITION:</b> Selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies (i.e. publishers, vendors) to obtain resources. May also include procuring software or hardware for the purposes of storing and/or retrieving information or enabling the act of experiencing, manipulating, or otherwise interacting with an information resource.
<b>Activity Title</b>	Supplies and Equipment for Maker Boxes
<b>Activity Intent - choose ONE</b>	Lifelong Learning - Improve users' general knowledge and skills
<b>SUBJECT OF INTENT: Select no more than three subjects.</b>	Arts, Culture & Humanities, Education - Afterschool activities, Science, Technology, Engineering & Math (STEM)

<b>Brief Activity Abstract:</b>	<p>Library staff worked with teens who, with the help of subject matter experts, developed lists of supplies to procure to outfit the maker boxes. Materials were sourced through numerous online and on ground vendors, including Amazon.com, Amscope, B&amp;H Photo, Walmart, Carolina Supplies, Little Bits electronics, Astronomical Society, etc.</p> <p>Materials were purchased to create eleven STEAM-themed maker boxes on the following topics: art and chemistry, rocketry, electricity, Gar(b)age Band, solar exploration, light, crafting, volcanoes, veterinary science, bioluminescence, and microscopic world. Boxes contained equipment, instructions, and examples of possible ways to explore the topic through the materials supplied.</p>
<b>Format</b>	Physical
<b>Number of hardware items acquired</b>	38
<b>Number of software items acquired</b>	0
<b>Number of licensed databases acquired</b>	0
<b>Number of print items (books and government documents) acquired</b>	2
<b>Number of electronic materials acquired</b>	0
<b>Number of audio/visual units (audio discs, talking books, other recordings) acquired</b>	0
<b>Is this activity statewide?</b>	No
<b>Is this activity directed at the library workforce (including volunteers and trustees/libraryboard members)?</b>	No
<b>Is this activity directed at the general population or a targeted population?</b>	General Population
<b>Public libraries</b>	1
<b>What partners were involved with this activity? Select all that apply.</b>	School district, Non profit, Private sector
<b>Please select that Target Age Group for this activity. Select all that apply.</b>	All ages
<b>Geographic community of the targeted group. Choose as many as apply.</b>	Urban, Suburban, Rural
<b>Is this activity targeted at specific economic types?</b>	Not applicable
<b>Is this activity targeted at specific ethnicity types?</b>	Not applicable
<b>Is the activity directed at families?</b>	Yes
<b>Is the activity directed at inter-generational groups?</b>	No
<b>Is the activity directed at immigrants/refugees?</b>	No
<b>Is the activity directed at those with disabilities?</b>	No
<b>Is the activity directed at those with limited functional literacy or informational skills?</b>	No
<b>Is the activity directed at groups that fall into a category not already captured? If yes, please provide brief detail.</b>	No

<b>CONTENT - CREATIONS</b> SKIP THIS PAGE and proceed to the next applicable activity for your project if this activity does not apply to your project.	<b>CREATION:</b> Design or production of an information tool or resource, (e.g. digital objects, curricula, manuals). Includes digitization or the process of converting data to digital format for processing by a computer.
<b>Activity Title</b>	Creation of guides for maker boxes
<b>Activity Intent - choose ONE</b>	Lifelong Learning - Improve users' general knowledge and skills
<b>SUBJECT OF INTENT: Select no more than three subjects.</b>	Arts, Culture & Humanities, Education - Afterschool activities, Science, Technology, Engineering & Math (STEM)
<b>Brief Activity Abstract:</b>	Staff, teens, and subject matter experts collaborated to research possible experiments and extension activities on the various topics covered in the maker boxes. They developed a binder for each maker box that included a list of the contents, experiments and activities, general information on the topic, suggestions for how to expand the activities for further exploration, and discussion questions to spark deeper inquiry.
<b>Format</b>	Physical
<b>Number of items digitized</b>	0
<b>Number of items digitized and available to the public</b>	0
<b>Number of physical items</b>	11
<b>Number of open source applications/software systems</b>	0
<b>Number of proprietary applications/software systems</b>	0
<b>Number of learning resources ( e.g. toolkits, guides)</b>	11
<b>Number of plans/frameworks</b>	0
<b>Is this activity statewide?</b>	No
<b>If the activity was statewide, was it offered in specific locations?</b>	No
<b>Is this activity directed at the library workforce (including volunteers and trustees/libraryboard members)?</b>	No
<b>Is this activity directed at the general population or a targeted population?</b>	Targeted Group
<b>Public libraries</b>	1
<b>What partners were involved with this activity? Select all that apply.</b>	School district, Non profit, Private sector
<b>Please select that Target Age Group for this activity. Select all that apply.</b>	13-17 years, 18-25 years, 26-49 years, 50-59 years, 60-69 years, 70+ years
<b>Geographic community of the targeted group. Choose as many as apply.</b>	Urban, Suburban, Rural
<b>Is this activity targeted at specific economic types?</b>	Not applicable
<b>Is this activity targeted at specific ethnicity types?</b>	Not applicable
<b>Is the activity directed at families?</b>	No

Is the activity directed at inter-generational groups?	Yes
Is the activity directed at immigrants/refugees?	No
Is the activity directed at those with disabilities?	No
Is the activity directed at those with limited functional literacy or informational skills?	No
Is the activity directed at groups that fall into a category not already captured? If yes, please provide brief detail.	No
<b>SKIP THIS PAGE and proceed to the next page if this activity does not apply to your project.</b>	PROCUREMENT
<b>Activity Intent - choose ONE</b>	Lifelong Learning - Improve users' general knowledge and skills
Is this activity statewide?	No
If the activity was statewide, was it offered in specific locations?	No
Is this activity directed at the library workforce (including volunteers and trustees/libraryboard members)?	No
Is this activity directed at the general population or a targeted population?	General Population
Is this activity targeted at specific economic types?	Not applicable
Is this activity targeted at specific ethnicity types?	Not applicable
Is the activity directed at families?	Yes
Is the activity directed at inter-generational groups?	Yes
Is the activity directed at immigrants/refugees?	No
Is the activity directed at those with disabilities?	No
Is the activity directed at those with limited functional literacy or informational skills?	No
Is the activity directed at groups that fall into a category not already captured? If yes, please provide brief detail.	No
Is this an exemplary project?	Yes

<p>If Yes, please briefly explain.</p>	<p>It can be very difficult for libraries to engage teens in and through programming. Our project was teen-generated from start to finish. Through the initial grant project we did on Design Thinking, we engaged teens to tell us how the library could help them achieve their dreams. After a lot of brainstorming, it became clear that they wanted a place to engage in creative expression and to be the creators of content, not the passive subjects. The idea of makerspaces was the most appealing to the teens. We looked at how we could provide the same type of experience through a scaled-down, more cost-effective, and portable model--maker boxes. Our experience with recruiting teens was that we needed to develop a relationship with them first, and once that trust was built they would recruit additional members of their teams through their social circles. Again, it was clear that they needed to be the drivers of the project in order to stay engaged.</p> <p>The comments we received from the teen makers illustrate the numerous positive impacts of this project. Besides the opportunity to build on the knowledge they had acquired in school, they were also able to explore topics not specifically covered in school, utilize equipment that they did not have access to at home or in the classroom, gain presentation and teaching skills, project management and leadership skills, life skills such as flexibility and adaptability, and the ability to work as part of a team. They also got to experience the sense of pride and responsibility of giving back to the community. They continue to be involved after the end of the grant period because they are enjoying the process and have ownership of it.</p> <p>The grant project was also exemplary in that it furthered youth development in our community by helping youth meet developmental needs, building their capacity, and providing relationships and connections needed for their success in an emotionally and culturally safe environment, something the Yolo County Library had intentionally committed staff training and resources to.</p>
<p><b>FINAL GRANT REPORT COMMENTS:</b> Any comments on the California State Library FY 2014 / 2015 Library Services and Technology Act Final Narrative Program Report form.</p>	<p>I found the web form easier to use than the previous form in terms of functionality. It was easy to edit different parts of the text inside the text boxes and to copy and paste. However, with the radio buttons, I was unable to de-select them after I realized we should actually be reporting on a different activity (content acquisition instead of procurement), and I found it difficult to determine the difference between content acquisition and procurement. It was a challenge to fill out the final grant report as it had been completely revised after the grant application had been submitted and accepted. The categories in the final grant report didn't always match the categories in the application. Also, the data we had been recording didn't always match the data that needed to be reported in the new grant form.</p>
<p><b>Submitter First Name</b></p>	<p>Crista</p>
<p><b>Submitter Last Name</b></p>	<p>Cannariato</p>

<b>Submitter Phone Number</b>	5307575587
<b>Submitter Email Address</b>	crista.cannariato@yolocounty.org
<b>Library/Institution Director Name</b>	Patty Wong
<b>Library/Institution Director Title</b>	County Librarian
<b>Date</b>	2015-08-25
<b>Do you certify that all the information provided herein is accurate to the best of your knowledge? NOTE: When submitting print version of report as noted below, Library/Institution director should sign in the box to the right.</b>	Yes