Porterville Public Library

FACILITIES AND SPACE NEEDS ASSESSMENT

October 2009

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APPENDICES

I.   Executive Summary

Background

The City of Porterville adopted an update to the *General Plan* in 2008. The Plan envisions the City and its services through the year 2030 and recognizes that current library facilities must be improved to meet future community needs. The City Council created a Library Facility Planning Committee in late 2008 to initiate planning for this important civic function. The Committee worked with City staff and a team of library planning consultants from April through October of 2009 to articulate a vision for a new library, define a preferred service delivery model, identify focused service roles, space needs and estimated operational costs for a future Porterville Public Library. The report that follows describes the planning process as well as the Committee's findings and conclusions.

Purpose and Scope of Work

In April 2009, the City engaged the services of a team of library consultants to assess current library services and facilities and conduct an initial needs assessment, using the Committee as the community voice. The consultants, Kathryn Page, Ruth Metz, and Lucien Kress, were charged with guiding the Committee through a critical analysis process resulting in a library services and facilities needs assessment. The consultants would document the Committee process, findings and recommendations in a written report. The findings and recommendations in the report would inform and guide the Committee's next steps.

The Current Library

The Porterville Main Library serves the City's residents from a 56-year-old facility on West Thurman Avenue. The original 3,824 square foot building has been expanded twice, in 1957 and 1974, to reach its current size of 17,784 square feet. The facility is now too small to meet the community's library service needs and lacks the infrastructure to support growing service demands. The interior layout is congested and convoluted. Seating is extremely limited, especially for families, children and teens. There is no physical or acoustical separation between the children's space and other parts of the library. More public computers are needed. There is a lack of good sight lines within the building. Shelving is at capacity and the collection cannot grow to meet community needs. The meeting room and public restrooms are on an upper floor with no direct access to the public entrance. The open stairway that leads to the meeting room is often congested with family groups and strollers. The service desk configuration adversely impacts circulation operations. Staff work space is limited and remote from most staff service assignments. Customers cannot return materials when the Library is closed.

Community Vision, Needs, and Library Roles

As specified in the City's scope of work[1], the Committee began the library needs assessment with a community vision of the Porterville they would like to see in 20 years. This community vision is crucial to library planning because it provides a context for

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[1] The City scope of work specified that the consultants' use the Public Library Association's *Strategic Planning for Results* planning model.

determining the overarching roles of the library. In consideration of this vision the Committee concluded that the library of the future should play a role in meeting these community needs, in particular:

- A community literacy structure or system, from early childhood through adult functional literacy
- More 4-year degree opportunities
- Vocational training in town
- The arts and cultural activities and a place to stage them
- Improved community appreciation for, usage of, and leveraging of adjacent natural resources, including the Sequoia National Park and Lake Success
- Workforce development (partner with the business community for internships, mentoring)
- Technology access to all
- Youth need to know they have options and the family needs to support enthusiastically youths' options to improve the quality of their lives
- Healthy alternatives to gang and drug involvement

In consideration of these needs, the Committee recommended five primary service roles for the future Porterville Public Library. These service roles should form the core of the library program:

- Learn To Read and Write: Adult, Teen, and Family Literacy
- Early Literacy: Create Young Readers
- Satisfy Curiosity and Life Long Learning
- Visit a Comfortable Place, Both Physical and Virtual
- Connect to the Online World

A Future Library

A single, central facility in a range of 48,250 to 53,000 square feet of space is recommended, designed to provide spaces and services that meet Porterville residents' library needs through the next thirty to forty years. Special attention has been paid to technological aspects of the facility, including a summary of technology projects needed to ensure that the facility accommodates emerging trends in library service well into the future.

Future Library Operating Costs

A hypothetical service plan and operating budget estimate are included to illustrate the management strategies required to ensure that library operations correspond to the Committee's vision. The service plan for a future Porterville Public Library must necessarily be hypothetical since it will take some time to bring it to fruition. In the interim, technology will change, library best practices will change, and Porterville will change and be changed.

The estimated operating cost associated with this hypothetical service plan is $2.7 million in today's dollars. As library planners get closer to realizing their future library, the *hypothetical* service plan and operating budget estimate should be honed into the

actual service plan and budget. The service plan needs to evolve and align with these future changes and decisions made concerning them.

It is impossible to precisely predict the public library of the future. What can be surmised is that a future Porterville Public Library will have to engage the community at its point of need; that technology will play a key role in enabling the effective functioning of the library; and that future public expectation will increasingly be for services and programs that interactively enhance people's experience of the library.

	Current	Future
Square Footage	17,784 SF	48,250 – 53,000 SF
Population Served	52,056 in 2009	90,400 in 2030
Operating Costs	$1.0M	$2.7M

Recommendations

Recommendations for next steps in the process include advocacy planning, fundraising, site selection and implementation of selected short term service improvements.

- Advocacy and Fundraising

Community awareness and support for the new facility needs to be developed. The Committee should form a subcommittee to spearhead this effort, to learn how other communities have managed successful campaigns and plan a campaign for Porterville.

- Site Selection

A site selection process should be initiated to enable the City to identify several potential sites and establish community-based criteria for the final site selection. An architectural/engineering consultant should be retained to assist and possibly facilitate the process.

- Short Term Improvements

The planning process identified several service issues that can be addressed in the short term, prior to the design and construction of a new facility. The Committee should encourage the City to plan and implement these service improvements in the existing building as funds become available.

II.   Introduction

A.   Background Summary/Purpose and Scope of Work

The City of Porterville adopted an updated *General Plan* in March 2008, which articulates a vision for the City through the year 2030 and a planning framework for implementing the *Plan* goals. The *Plan* recognizes that current library facilities and technological capabilities will not effectively serve future generations. Among the strategic initiatives outlined in the *Plan* is the goal of providing up to date facilities fully capable of supporting state-of-the-art technology for library services.

The City Council formed a Library Facility Planning Committee (Committee), which began meeting in December 2008, to lead the planning effort and represent the community during the planning process. The Committee spent the first few months of 2009 educating itself about library services at the local, regional and national level. The group conducted field trips to newly constructed library facilities in the Central Valley and hosted knowledgeable library practitioners to learn about service and design trends.

 In April 2009, the City engaged the services of a team of library consultants to assess current library services and facilities and conduct an initial needs assessment, using the Committee as the community voice. The consultants, Kathryn Page, Ruth Metz, and Lucien Kress, were charged with guiding the Committee through a critical analysis process resulting in a library services and facilities needs assessment. The consultants would document the Committee process, findings and recommendations in a written report which the Committee would present to the Porterville City Council.

B.   Methodology

Accordingly the consultants designed a work plan and a committee planning process in which the Committee played a central role. With the consultants facilitating the process, the Committee undertook a community visioning process and an analysis of community strengths, weaknesses, opportunities, and threats (SWOT analysis). The Committee identified community needs and then determined community needs that the library could address. On the basis of its analysis, the Committee chose five service roles (called *service responses*) for a future Porterville Public Library. Interviews of city and library stakeholders, several community focus groups, and a library survey conducted by the consultants were used to verify the Committee's findings as well as to assess current library conditions and public opinion.

The Committee reviewed the consultants' space needs and service levels analysis, considered technology and library service trends in documents prepared by the consultants, considered service models and criteria, reviewed survey and focus group results, and reviewed and revised a scenario for a future Porterville Public Library. The Committee worked in small groups and came back together at each meeting to summarize its findings and conclusions and plan next steps. The Committee conducted its work from June 8, 2009 through October 22, 2009 in four work sessions totaling 14 hours. Between meetings, the consultants carried out their work plan, packaged their work for Committee consumption, and organized meeting agendas with client representatives, Jim Perrine and Vikki Cervantes. The planning process schematic is in *Appendix E.*

III.   Community Vision, Needs, and Role of the Library

The Committee began the library needs assessment with a visioning exercise. The exercise had the Committee envision the Porterville they would like to see in 20 years. This community vision is crucial to library planning because it provides a context for determining the role of the library in the community. Although public libraries have some things in common, they emphasize different roles, depending upon the needs of their communities. Needs are the gap between current conditions and the vision.

A.   Summary of the Community Vision

The Committee's vision is of a future Porterville that is educationally, economically, and culturally vibrant. All youth feel a strong sense of optimism and opportunity. Young children have strong, nurturing parenting and early development of reading and language skills. Teens have enjoyable learning and recreational opportunities, free of gangs, criminal exposure, and intimidation. Youth and young adults through their mid-twenties have opportunities to explore, understand, and choose alternative career paths and work and life options. They have language and numeracy skills appropriate for their age. They have social skills to interact successfully in the community and they are involved in service to the community. Their sense of wonder is stimulated and their lives are enriched by their exposure to cultural experiences and to the geophysical bounty of the region. Nearly all youth have completed school. They have higher educational and vocational and technical training opportunities locally.

Farm laborers and migrant workers as parents have the resources they need to improve the quality of life for themselves and their children. Undocumented youth are able to realize their dreams in this community. Marginalized youth are empowered to break the downward spiraling cycle. The attraction to gang life has been replaced with healthy alternatives.

Learners of all ages have opportunities to access a bachelor's degree locally while working and raising a family. Seniors are involved and contribute in a variety of ways to community building and community service. They are able to go out into the community and return home safely. The formerly homeless have homes and creature comforts and are safe. Residents of group homes who are mentally, developmentally, and physically disabled participate actively in the life of the community.

Residents have adequate water, sewer, sidewalks, and other infrastructure. They feel safe in the community. They have a rich cultural life in Porterville. They have access locally to a wide variety of quality goods and services that save them travel time and money. Wage earners make a living wage and are actively engaged in the life of the community. Newcomers feel welcome; they like Porterville and they participate in its community life.

B.   Community Needs and the Role of the Library

The Committee developed a list of community needs for Porterville, if the community vision is to be realized (see *Appendix F*). It then considered which of these needs were appropriate for the library to address, either as a primary provider or as a partner with other community providers.

The Committee concluded that the library of the future should play a role in meeting these community needs, in particular:

- More 4-year degree opportunities
- Vocational training in town
- The arts and cultural activities and a place to stage them
- Improved community appreciation for, usage of, and leveraging of adjacent natural resources, including the Sequoia National Park and Lake Success
- A community literacy structure or system, from early childhood through adult functional literacy
- Workforce development (partner with the business community for internships, mentoring)
- People need to feel safe in town
- The city needs to be promoted
- Technology access to all
- Youth need to know they have options and the family needs to support enthusiastically youths' options to improve the quality of their lives
- Healthy alternatives to gang and drug involvement

In consideration of these needs, the Committee recommended five primary service roles for the future Porterville Public Library. These service roles should form the core of the library program:

- Learn To Read and Write: Adult, Teen, and Family Literacy
- Early Literacy: Create Young Readers
- Satisfy Curiosity and Life Long Learning
- Visit a Comfortable Place, Both Physical and Virtual
- Connect to the Online World

C.   Values and Barriers

Over the course of the visioning-through-service role selection process, values of import surfaced, as well as perceived barriers. Unanswered questions that bear on future library planning also surfaced. For example:

- The financial and practical viability of revitalizing downtown and also locating services in the neighborhoods. A well-sited, attractive, and well-appointed future Porterville Public Library could be a major boost to downtown revitalization and an economic stimulus. Could a downtown library, however, serve the neighborhoods in keeping with the City's 2030 General Plan? The answer to this question has implications not only for identifying the site for a new library, but also for the service model.

- Likely potential partners, such as the Barn Theater, have no money to bring to the partnership. The concern is that partners won't have anything to bring to the table. The Committee recognizes, however, that planning with partners can be a catalyst for donors and funders. Likewise, working together on shared purposes does not have to take new money. Rather, existing resources can be directed toward these shared goals.

- The majority opinion on this viewpoint is that planning the future Porterville Public Library must take into account the needs of the youth and new generations. The library of today and tomorrow must be active in addressing community needs rather than passively present in a form that has been superseded. The constant in libraries of yesterday, today, and tomorrow is its capacity to transform the lives of people for the better.

- The library should include a certain body of works, a core collection.

- The library should not be a recreation center or social center, per se.

- The library should be a "learning center."   It could be part of a "community campus" that includes recreational offerings, but the library emphasis should be on learning.

- The future Porterville Public Library should not be a "big box" environment that skimps on the user experience in order to lower costs. The library program should have a solid core that emphasizes the chosen service responses. Library leaders should be disciplined about this and not try to be all things to all people.

- The core program of service and the facility itself should be affordable and sustainable. At the same time, both should be adaptable to expandability.

- The library should be "green", incorporating environmentally sustainable design principles.

D.   Additional Community Input

In addition to input from the Committee, the consultants elicited direct input from the community regarding library service needs and priorities. This input included a community-wide survey as well as nine targeted focus groups. These input efforts told the Committee several important things:

- The Porterville community values its library and uses the facility despite its limitations.
- Community members, by and large, recognize the need for more library space.
- Many of the needs expressed by the community mirror the service responses selected independently by the committee.
- Many community members stated that they see an improved library facility as an opportunity to benefit the community overall as well as a way to improve library service.

1.   Focus Groups

Seven focus group sessions were held in July 2009, with a combined total of 76 participants. Two additional sessions were held in September, with an additional 42 participants. Kathy Page facilitated the earlier sessions and Library Director Vikki Cervantes facilitated the two later sessions. Library staff recorded comments at each session. The following groups were held:

Porterville College Child Development Center staff and students – 9 participants

Teens at Landmark Church Teen Ministries – 14 participants
Sierra Hills Retirement Community – 10 participants
Porterville Chamber of Commerce Board – 9 participants
Elementary School teachers and parents – 6 participants
Hispanic Community/Monte Vista Elementary School parents – 20 participants
City of Porterville City Administrators – 8 participants
Bartlett Middle School students – 15 participants
Granite Hills High School students – 27 participants

Several major themes and service priorities surfaced repeatedly. The most frequently noted theme was the need for increased services, resources and space for children, parents and families. Most groups mentioned the need for separate, appropriate space for children and families. Comments included the need for acoustical separation, comfortable seating, computers for kids and more books and other materials (in English and in Spanish). Hands-on activities and resources for children were mentioned several times as well as the need to make the Library a "fun place" to visit - a safe, welcoming, inviting destination for the entire community. Many teens take care of younger siblings so space that accommodates both older and younger children was mentioned.

The current programming for children and families is highly valued and should be strengthened, with additional events on the weekend and in the evenings and a child-friendly programming space.

Teens need "their own space", outfitted to let them know they belong and are welcome at the Library, with computers they can use to work on school assignments, a cafe to eat and drink snacks, comfortable seating for reading, books and media collections and dedicated space in which they can socialize and listen to music, homework tutoring events, movie nights and contests that teens can participate in.

Support for students in grades K-12 was mentioned by most groups, including improved collections, group study rooms, educational computer games, school readiness activities and homework tutoring.

Literacy and English language learning support for children, families and adults was mentioned in several sessions, including tutoring, workshops, better bilingual collections, ESL materials and other resources.

Several groups mentioned that the Library should introduce comfortable seating and "emulate the "Barnes & Noble effect", creating spaces that people are drawn to, and in which they can quietly read. Quiet reading space is particularly of interest to adults.

Offering food and drink would be beneficial – the library should consider including a café, to attract more visitors. Hispanic parents suggested a place to purchase snacks and a place in which families could gather to eat the food they buy.

Seniors commented that the book store operated by the Friends of the Library should be brought back into the Library building and integrated more into overall library services.

Wi-Fi access for laptop users is important, both for Porterville residents and for tourists. Technology access overall should be a major service priority since so many residents have limited or no access to the Internet at home.

Seniors felt that parking access needs to be improved so that visitors can walk from their cars to the library entrance without the need to cross a street. One senior suggested that the Library send bookmobiles to senior homes and similar housing units.

Both the Chamber of Commerce group and the seniors felt that the Library needs to remain in central Porterville.

Educators and child care providers suggested more diverse cultural programming that highlights all ethnic groups represented in the community. Educators and parents asked for programs and workshops on parenting topics a swell as activities that would help them to help their children with their school work.

The meeting room should be outfitted with AV equipment and other amenities that make it state-of-the-art, with an entrance directly accessible from the lobby so that programs can take place independent of Library open hours.
Seniors stressed the importance of physical accessibility "from top to bottom" for all visitors. Materials should be shelved within convenient reach.

Summaries of each session are included in *Appendices A1 - A9*.

2.   Community Survey

The Library conducted a library services survey in July 2009 to supplement information gathering for the library needs assessment process. Printed survey forms were distributed at both library facilities and at other community locations. An online version of the survey was also made available on the Library website. There were 629 responses received. Respondents were relatively evenly distributed between on-site Library visitors, Porterville residents contacted off-site and online responses.

The survey was distributed in both English and Spanish. While only 35 Spanish language responses were received, 33% of respondents overall (207 people) noted that they read and/or speak Spanish.

- 275 responses were received from people while they visited the Library
- 212 responses were received from people elsewhere in Porterville
- 142 responses were received online

People of all ages responded to the survey – children and youth through 19 years of age represented 30% of the total, adults between 20 and 34 years of age were 24%, adults between 35 and 54 were 25%, adults from 55 to 64 were 10% and adults over 65 were 10%. Seventy-three percent of respondents live in zip code 93257, while 18% reside in a wide variety of other zip code areas. Nine percent did not provide their zip code.

The survey asked several questions about how people gather information and how they use libraries. The results are summarized below.

79% said that they use the Porterville Main Library, while only 9% noted that they use the M. J. Slattery Branch Library.

One-third of respondents (202 people) use the Main Library at least once a week and another 22% use the Main Library every few weeks. An additional 12% are occasional users, visiting every few months. Another 12% visit once or twice a year.

Only 3% of respondents (20 people) use the Slattery Branch at least once a week and another 3% use it every few weeks. An additional 3% are occasional users, visiting every few months and another 2% visit once or twice a year.

Most respondents (73%) use only the Porterville Library. The 24% of respondents who do use another library reported a wide variety of additional locations. The most frequently noted additional libraries were in Lindsay, Visalia, various school libraries, the Porterville College Library and Tulare. Altogether, approximately 50 additional library facilities were mentioned by at least one respondent.

Respondents indicated that they obtain books and information from multiple sources – 73% use the library, 57% use the Internet, 33% read newspapers and magazines, 28% visit book stores, 26% named family members and friends as information sources, 25% watch TV and/or listen to the radio, 25% borrow books from others and 13% acquire materials via online shopping.

Borrowing books is by far the most frequently reported service library that respondents use - 71% of those who use the library check out books. DVD or video borrowing was the next most frequently reported service, used by 38% of library users. Almost one-third of library users (32%) reported that they read books and other print materials at the library. Thirty-one percent reported that they use the Library computers to access the Internet. Twenty-four percent work on school assignments at the Library. Other uses were reported as follows:

- Check out music   19%
- Check out audio books   16%
- Attend events at the library (such as story time programs)   16%
- Use library's online databases   13%
- Attend computer classes   8%
- Use online homework help   5%
- Adult literacy tutoring   4%

Non-library users gave several reasons for not utilizing library services, including lack of time (12%), difficult parking (10%), the library location was inconvenient for them (7%), outstanding fines (4%) and inconvenient open hours (3%). Other reasons included a preference for the Internet as an information source, being too busy and a preference for a larger library with more resources.

Non-users noted several services or features that would probably attract them to the library. The most frequently mentioned features were a café or coffee bar (21% of respondents), new books to check out (20%), more computers (18%), places to sit, read or study (17%), wireless access for their laptop computers (17%), new movies to check out (15%), library-sponsored events for families and children (14%), homework help or tutoring (14%), a used book store (13%), space for children and families (11%), space for teens (11%). Several other features were mentioned by 10% or fewer respondents.

Library users indicated their priorities for expanding/improving current services. The most frequently noted expansion was more bestsellers/new books (42% of respondents), more DVDs (36%), more books on CD (29%), more music on CD (24%), more fiction books (23%), more children's books (21%), more homework help materials (21%), more test preparation materials (19%), more magazines and newspapers (19%), more career help books (18%), more nonfiction books (17%), more large print books (16%), more materials in Spanish (14%) and more graphic novels (12%).

Many respondents gave high marks to the staff for friendly, welcoming service. Others noted the need for a more modern, larger building or more bilingual services and collections.

"I love your library. It has truly saved my life. My grandchildren love story time as well."

"The population is growing & we will need a bigger library to serve the Porterville community with plenty of parking spaces & have more handicap parking."

"A bilingual story hour once in a while would be beneficial to our community."

"This is a great resource for the community and I'm always pleasantly surprised at how many other customers are there whenever I go. The staff is very pleasant and helpful. I'd like to see an after-hours book drop of some kind."

A complete summary of survey results is included in *Appendix B.*

E.   Demographic Profile

Porterville is a community of approximately 52,000 residents located in central Tulare County. The City was incorporated in 1902, over a century ago, when the population was only 2,900. "The Good Life" is the community motto and this affirmative sobriquet continues to attract new residents. The *Porterville 2030 General Plan*, completed in 2008, projects an average 2.8% annual population increase over the next twenty-one years to reach an estimated 90,400 residents by the year 2030.

The City's geographic boundaries encompass 14.3 square miles, from the Friant-Kern Canal in the west to the Sierra Nevada foothills in the east, and from Avenue 178 to the north and Teapot Dome Avenue to the south. Porterville's Planning Area, however, as designated in the *2030 General Plan,* covers a much larger area – almost 57 square miles – that extends to the Lake Success resort development in the eastern foothills as well as farther north and south.

Over one-third of Porterville's population – 36.4% - is under the age of twenty, according to the U.S. Census Bureau American Community Survey, 2005-07. During the 2008-09 academic year, over 18,000 students - 35% of the population - were enrolled in grades K-12. Children, youth and their families are a major segment of the population.

Adults and seniors in significant numbers reside in Porterville, as well. The Census Bureau mid-decade *Survey* reported that 27.9% of residents were over the age of 45. While this is lower than the 34.0% reported for the State of California overall, it remains over one-fourth of the total population. The area's attraction as a destination for quiet

neighborhoods and resort living areas will continue to bring retirement age residents to the community.

Hispanic residents represent 49.4% of the population, while White non-Hispanic residents make up another 42.0%. Asian residents are 4%, African Americans and American Indians are each 1.0%. Individuals of Native Hawaiian or Pacific Islander background as well as individuals of two or more races form the remaining 2.6% of the population. The school age population is predominantly Hispanic at 63% of the total. White non-Hispanic students make up another 25% with African Americans, Native Americans, Asians, Pacific Islanders and others totaling a combined 12% of the total.

According to the 2008 publication, *Child Care in Tulare County*, 80% of Porterville households that include school age children speak English in the home, while 19% speak Spanish. Other languages spoken in Porterville homes include Hmong, Lao, Portuguese, Filipino and Ilocano (Filipino dialect). Linguistic diversity can also be estimated from Porterville Unified School District data for students identified as English Language Learners – 15% of the aggregate student body – and Fluent-English Proficient – an additional 23%. These students are overwhelmingly Spanish speakers, a combined 6,574 of students enrolled in District schools.

Porterville residents include many people of modest means. Both median family income ($40,163 in 2006) and per capita income ($14,563 in 2006) for Porterville families with children is lower than the Tulare County averages ($43,700 and $23,153 in 2006). Thirty-four percent of Porterville children live in households below the poverty level.

Educational attainment levels among adults over the age of 25 are on a par with the rest of Tulare County but lower than the State average, with 65.9% of adults having earned at least a high school diploma and 9.8% holding a bachelor's or higher post-graduate degree.

IV.   Current Status of Facility-Related Service Limitations

A.   Introduction

Porterville residents are served by two public library facilities, the Main Library located at 41 West Thurman Avenue in downtown Porterville, and the Margaret J. Slattery Children's Library, a joint-use public/school library located at 256 East Orange Avenue, adjacent to the Santa Fe Elementary School.

The 17,784 square foot Main Library is the system's primary service location. It houses the bulk of the library's collections as well as twenty-two public access Internet computers. Library staff hosts many public programs and events in the 2,610 square foot meeting room and is the work site for Library staff. This facility is, therefore, the focus of this section of the report.

The Main Library building was constructed in three phases. The first phase was built in 1953, providing 3,824 square feet facing Thurman Avenue. A single story addition in 1957 added another 1,760 square feet. In 1974, the building was expanded with a two-story addition that brought the facility to its current total of 17,784 square feet. The successive additions to the original building have resulted in several areas that are awkwardly laid out.

B.   Current Service Levels

The Main Library is open Monday through Saturday, providing service 56 hours per week. The Branch Library is open four weekday afternoons for a total of 12 weekly service hours.

As an active member of the San Joaquin Valley Library System, a ten-member regional cooperative of public libraries in six Central Valley counties, the Library offers Porterville residents access to collections and services well beyond the resources locally available. Close to 22,000 residents are current borrowers, representing 42% of the population. The Main Library collection contains 89,287 books and media, of which 11% are audiovisual items.[2]

Circulation of Library materials in 2008/09 was 271,337 items, 89% of which circulated from the Main Library. Since 2006, circulation has increased, since the passage of a local funding (Measure H), which restored open hours and improved the Library's materials budget.

Programming for children and families is a major service priority. In 2007/08, Library staff presented 283 programs for children, attended by a total of 10,726 children and their families – averaging just short of one program per day for every day the Library was open.

Visitors used the Main Library's twenty-two computers for a total of 49,426 sessions in 2008/09, an average 163 sessions per day. There are sixty-two reader and study seats for the public in the Main Library. See *Appendix D: Porterville Library Snapshot* for more library usage and collections data.

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[2] The Margaret J. Slattery Branch collection includes an additional 3,042 City-owned books and media.

C.   Facility Limitations

The current library's space limitations as well as an aging building infrastructure constrain every aspect of library service. In addition, successive additions to the original building have resulted in a convoluted interior layout that erodes service levels and impedes staff efficiency. The current library is too small to support even basic library services for the current Porterville population. As the community continues to grow, service deficits will become more severe.

D.   Seating

Public seating is extremely limited for children and families, for teens, older adults and for tutoring or study groups. The adult area offers 28 seats, including five 4-person tables, four lounge chairs and two benches. The children's area provides seating for 16 at 4-person round tables one bench. On a regular basis, all seats are in use. Visitors either sit on the floor or leave the building in frustration. There is a lack of quiet reading and study space. While the teen space offers seating, the Library has been forced to place ten public access computers in this space. This has, in effect, taken the space for technology users. Much of the seating in this area is used by people who are waiting their turn to go online. Two small enclosed rooms are used for literacy tutoring, but cannot meet demand for literacy space or for small group study space.

E.   Noise/Crowding

Signs of congestion and crowded conditions are everywhere. High shelving fills the central space, blocking visibility into the children's area. In some areas, one service has been superimposed over another to save space. For example, p arts of the adult book collection are located around the perimeter of the children's area. This creates daily conflicts between quietly browsing adults and active family groups with several children.

Fiction Books Surround Children's Space

Computers Fill Teen Space

The teen space is filled with public computers and part of the audiovisual collection. Noise spills out from the teen/computer space into the main public area. The 12-workstation computer lab is housed in a former office. Ventilation in this space is inadequate to control heat generated by the computer equipment it contains and is often

uncomfortably warm. The lab also lacks visibility from the Reference Desk. The magazine collection stacks are blocked from view, creating a blind spot that attracts inappropriate behavior. Many seniors report that they avoid the library in the afternoon and evening due to noise and disruption. The meeting room is located on the second floor. This location forces program attendees to travel through the adult public space to attend programs. This causes a significant level of disruption since programs are often attended by 150 to 200 children and parents. With only one self checkout machine, most circulation transactions take place at the circulation desk. At busy times, ten to fifteen people can be in line waiting to check out materials, in a line that stretches into the children's area.

F.   Technology

The Library's 22 Internet computers are in constant use. For many Porterville residents this equipment is their only access to the Internet and other online resources. More computers are needed but the building has neither the space nor the electrical distribution capacity to support additional public access workstations. Computers are closely spaced which sometimes leads to conflicts between users. Wireless access for laptop computer users is also needed. The computer lab is used for training classes although space for 20 to 24 participants is needed, along with a suitable space for training, with comfortable spacing between workstations, space for the instructor to demonstrate techniques and digital projection capability. There is no space for staff to repair and maintain computer equipment on site, nor is there any receiving space for new or damaged computer equipment.

Computer Lab in Former Office

G.   Safety/Security

The interior space is densely filled with furniture and lacks open sight lines. This creates pockets of unsupervised space that can lead to misbehavior. Many visitors to the second floor meeting room and restrooms choose to use the stairs rather than the elevator. Navigating the open stairway requires close attention and can be challenging to family groups with several young children. Parents often bring strollers up and down the stairs, as well, which adds to the congestion.

Family Group on Stairwell

Blind Spot in Stacks

Teens and preteens congregate after school in front of the library entrance. At times, the number of teens socializing fills the sidewalk and intimidates other Library visitors, especially older adults.

H.   Collections and Shelving

Shelving for collections is at capacity with full height shelving filled top to bottom. Several collections, such as large print books, Spanish language materials, children's books and various AV media, cannot be developed to meet community need due to lack of space. Some media collections are shelved behind the service desk and must be retrieved each time they are checked out. A more secure, convenient way of housing and circulating media is needed to improve customer service and staff efficiency.   More display shelving is needed to improve the Library's ability to market its collections.

Hard-To-Reach Books

I.   Operational Efficiency

More self checkout machines, with the ability to check out all media formats, is needed to allow more customers to take advantage of self service technology and cut down lines at the circulation desk. A separate, enclosed returns and sorting space is needed to provide staff with more efficient space in which to process and prepare for shelving the incoming books and media. An exterior return drop is needed that empties directly into the sorting space, to allow customers to return materials at any time whether or not the Library is open. A separate sorting and returns space will also relieve congestion behind the service desk and allow staff to serve customers more effectively.

Checkout Waiting Line

Book Drop and Returns Sorting

The staff work room lacks adequate space for the number of staff assigned to work there. Also, the room's second floor location adds considerable travel time for staff as they move between the services desks and their work space. All new materials must be brought to the second floor for processing, and then returned to the first floor for circulation. Staff work spaces should be relocated to the first floor for improved efficiency and productivity. The Library director needs a private office in which to hold meetings without disturbing staff and to have personnel and other confidential discussions. The staff break room needs a kitchenette with sink, microwave and other amenities for

preparing food, as well as windows and space that provide a restful environment for meal breaks.

Staff Break Room

Director's Office

Storage space is needed, especially in locations that support services. For example, children's programming storage is in the far corner of the first floor children's area and must be taken to the second floor meeting room for every event. Storage space overall in the building is haphazard and often accessible only by way of a labyrinth-like set of passageways. The local history and genealogy collection, also on the second floor, lacks accessibility due to its location.

J.   Meeting and Programming Space

The 2,600 square foot meeting room plays an important role for library service in Porterville. Last year, the space provided a venue for almost 300 programs and events for children and families, many of which were extremely popular. The room's location on the Library's second floor is not optimal, however. Audiences are forced to travel through the public space and up stairs or ride an elevator to reach the meeting room. Programs generally must be scheduled during hours that the Library is open. Children's programming, which is a prominent use of the room, would be better served by improved proximity to the children's

Children's Program

space and collections since many parents and children visit that space after they attend a program. Smaller programs are dwarfed by the space; movable wall partitions with acoustical properties would greatly enhance the usability of the space.

K.   Friends of the Library Book Sale

Space constraints have required the Friends of the Library to move the ongoing bookstore offsite, although they continue to maintain a modest sale of donated books inside the building entrance. An onsite bookstore would dramatically increase foot traffic and sales potential for this important service and bring in more revenue for the Library. The Friends have a small work space behind the circulation desk that adds to the congestion in that area.

L.   Restrooms

Restrooms are located on the second floor of the building. While they are convenient to the meeting room, their location is inconvenient to many Library visitors. A previous analysis of the existing building reported that the number of restroom facilities does not meet current occupancy levels and needs to be increased.

M.   Site and Parking

The Main Library is located at the intersection of West Thurman Avenue and Hockett Street. Free, on-street parking is available along both streets and in nearby areas. A commercial parking lot located across Thurman but is not officially available to Library visitors. Unless pedestrians are able to park at one of the few parking spaces adjacent to the Library building, they must cross the sometimes busy intersection at Division Street to enter the building. Seniors, parents with young children and strollers and people with limited mobility are particularly affected by the lack of adjacent off-street parking.

V.   Future Library Services for Porterville: Findings and Conclusions

A.   Service Levels and Space Needs

1.   Overall Recommendation

Porterville needs a library facility that supports the needs of its current residents as well as a facility with the space, flexibility and building infrastructure to accommodate service innovations and a growing population. The Library is the community's prime institution that supports learning and access to information for people of all ages. Its collection of books, media, periodicals and other materials is a major civic resource and its computers ensure that all residents have free and equal access to online information.

The Library can serve as a primary community learning focal point and gathering place – a classic example of a community "third place", that third destination, after home and school or work place, to which residents gravitate to spend time, either by themselves or with others. The Library can also anchor the City's downtown and form a nucleus for civic development.

To support these roles, the Library must have sufficient space for people – seating, areas for programs and social interaction, and quiet study spaces. It must also have adequate shelving capacity, plentiful computer workstations and a flexible technology infrastructure that will provide information services well into the future. Porterville's Main Library has served the community since 1953. The building addition that increased the building to its current size of 17,784 square feet was completed thirty-five years ago.

The current facility needs to be replaced by a modern facility, designed to accommodate the city population through the next thirty to forty years. This needs assessment report recommends a new facility of 48,250 to 53,000 square feet, to provide the projected 2030 population with an average 0.53 to 0.60 square feet per capita of library space. This range is well within the range suggested by current library planning practice to support the needs of independent city libraries serving 50,000 to 100,000 people. At the high end of the range, the recommendations would include a café and bookstore, to complement Library functions and to enhance the Library's ability to serve as a community destination and hub. As planning for the new facility proceeds, other complementary functions and institutions may be identified as potential Library partners, which would have the potential to increase the space needs beyond the 53,000 square feet recommended.

 2.   Recommendations Summary

The space recommendations in this report will provide a Library that offers the community the breadth and depth of services needed currently and that will be needed well into the future. The recommended service levels summarized below are in line with current best planning practices for public libraries. The chart below summarizes the recommendations and compares each major space component recommendation to the level provided at the existing Main Library.

Main Library Service Levels – Current and Recommended

	2009	2030
Population	52,056	90,400[3]
Seating	62 seats	316 seats
	1.2 seats per 1,000 people	3.5 seats per 1,000 people
Collection Size	84,250 books + media[4]	180,800 books + media
	1.7 volumes per capita	2.0 volumes per capita
		144,640 items (80%)
		36,160 electronic items (20%)
Public Computers	32 computers	90 computers
	0.6 computers per 1,000 people	1.0 computer per 1,000 people
	(22 Internet/8 online catalog/	(includes Internet/OPAC/WP,
	2 literacy)	Family Place + Literacy)
Meeting Room Size + Seats	2,610 SF	175 seats in major meeting room
	218 seats[5]	+ 75 seats in secondary
		meeting room
Dedicated Storytelling Space	0	75 floor seats
Group Study Seats	0	48 seats in 6 to 8 rooms
Square Feet of Building Space		
Main Library	17,784 SF	48,250 – 53,000 SF
	0.34 SF per capita	0.53 – 0.60 SF per capita
Main Library + Slattery Branch	20,024 SF	
	0.38 SF per capita	

3. Seating

Seating capacity needs to be expanded throughout the facility with areas focused on quiet reading and contemplation as well as more active spaces in which people can carry on quiet conversations or socialize. Seating areas need to contribute to creating distinct activity zones – more active areas for children and parents, quieter areas for adults, an acoustically separate space for teens, appropriate study space for K-12 students and literacy tutoring pairs.

Comfortable seating for quiet reading and study is needed for adults. The Children's Services area needs more table seats for school age children and toddlers as well as comfortable seating for children and parents to read together. Teens need dedicated space that they perceive as "their own", with table and casual seating as well as computers and shelving for teen collections. Several enclosed small group study rooms

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[3] Porterville projected population based on 2.8 annual growth rate
[4] Main Library + M. J. Slattery collection combined
[5] Seating calculated at 12 SF/seat

are needed for students, literacy tutoring pairs, business entrepreneurs, book groups and others who need to work together without disturbing others.

The Library's 62 seats provide only 1.2 seats for every 1,000 people served. Libraries being planned for today's communities provide considerably larger seating capacities.

A seating capacity of 316 seats is recommended to meet Porterville residents' needs through the year 2030. This will enable the Library to offer 3.5 seats per 1,000 people served. Seating should be located in several areas distributed throughout the building, and varied to include open seating at tables and armchairs, as well as seating in small conference rooms for tutoring, small group study, and similar activities.

4.   Collections and Shelving

Additional shelving is needed to allow the Library to develop its collections to meet community residents' reading and study needs. Increased shelving capacity is especially needed to allow growth for children's, Spanish language and AV media materials. More shelving at moderate, comfortable to reach heights is needed, for users of all ages. More face-out retail merchandising shelving is needed to increase browsability and comfortable access to the collections. Shelving for popular media, such as DVDs and audio books, needs to emphasize browsing and access. The Library should consider including self-service media vending kiosks for popular media materials that may be prone to theft.

The current book and AV media collection includes 84,250 items, or an average of 1.7 items per capita. To meet community needs, the overall collection needs to grow to 2.0 items per capita. This translates into a collection of 180,800 items to serve the City's projected population. This recommendation reflects the Library's active participation in the San Joaquin Valley Library System, a regional cooperative that provides access to the combined resources of ten library systems in the Central Valley. It also assumes that a growing percentage of the Library collection will be accessible in digital format.

5.   Computers and Technology

More public access computers are needed for individuals and for collaborative work. In addition, wireless access is needed throughout the building for laptop computer users. All public seating should provide convenient electrical outlets, as well, for laptop users at both table and lounge seating. The Library should also consider offering laptop computers for in-library use, to supplement the desktop workstations.

Compact computers are needed adjacent to book stacks that provide quick access to the Library online catalog for people browsing the collection. An enclosed computer lab that accommodates 20 to 24 users is needed to support computer-based training, acoustically enclosed but designed so that individuals may use the computers located there when training is not in session. Downloading and previewing workstations are needed as the amount of material in digital formats increases.

The number of public access computers needs to be increased significantly to support demand, from the current 32 workstations to a minimum of 90, distributed through the building to serve adults, teens and children. This will enable the Library to provide 1.0

computer per 1,000 people served, a service level that is in keeping with library industry current best planning practice.

6.   Meeting Room and Programming Space

The Library needs several spaces that can be used for programs, meetings and other events that support the plan of service. A major meeting room that can accommodate 175 adults seated auditorium-style is recommended, equipped with movable wall partitions with acoustical properties to enable the Library to schedule two meetings at or near the same time. This room needs to be located adjacent to the building entrance to enable programming to take place whether or not the Library is open. A catering kitchen is needed that can support major events in the space. Secure storage adjacent to the meeting room is needed to accommodate stacking chairs and folding tables on dollies, with immediate access into each side of the meeting room. The meeting room needs to be equipped with adjustable lighting controls and an AV projection and sound amplification system that supports fully functional multimedia presentations. A secondary meeting room, with approximately 900 square feet, is also recommended, with seating for 75, to accommodate smaller groups and break-out sessions.

Dedicated programming space for events that target children and their families is also needed in space that is adjacent to the Children's Services area. The space should comfortably accommodate groups of 75 children and adults in an area that does not disrupt individual use of the Library. In addition, the Library's open seating areas should be designed so that some area may be used for informal programming, as needed, without disturbance to general users.

7.   Operational Efficiency and Self Service

The new Library must be designed to take advantage of recent technologies that allow Library customers to help themselves and incorporate design strategies that optimize staff efficiency. Space for up to eight self checkout machines is needed in the central public space as well as additional units in Children's Services. Adequate shelving is needed for holds awaiting pickup.

An enclosed returns and sorting space should be incorporated into the design, with return drops from both inside and outside the building. The exterior return drop should be accessible at all times, independent of Library open hours. Consideration should be given to automated materials handling equipment to reduce physical labor now required to process incoming materials.

If the building is multilevel, staff work space should be located on the ground floor, easily accessible to public service staffing points. A delivery and staff entrance is needed that connects directly to the staff work space.

8.   Café and Bookstore

Space is needed for a café that offer snacks and drinks to Library visitors, possibly integrated with or adjacent to an on-site used bookstore stocked and operated by the Friends of the Library.

9.   Overall Building Size

A new facility with an overall size of 48,250 to 53,000 square feet is recommended for Porterville to provide the community with an average 0.53 to 0.60 square feet per capita, based on the projected 2030 population. A facility of this size can be designed to operate functionally on either one or two levels. The space needs analysis assumes that the building will be 70% efficient, with 30% of the overall building envelope needed for non-assignable purposes, such as mechanical space, corridors, restrooms, elevators and wall thicknesses.

10.   Parking

Adequate parking is needed for Library visitors. New libraries being built to serve communities such as Porterville generally provide a minimum of three parking spaces for every 1,000 square feet of building space. Pedestrian egress from parking to the building entrance must be safe and welcoming, without requiring visitors to cross public thoroughfares. Parking may be addressed by means of surface parking, a multilevel parking structure, underground parking or a combination of these approaches.

B.   Technology Trends and Implications for Porterville

1.   Introduction

Predicting technological developments ten or twenty years into the future is necessarily a speculative endeavor. It is for good reason that most library technology plans extend only three, or at most five years into the future. It is a sobering experience to compare the technology of today to that of twenty years ago, in 1989, when the first web page had yet to be created, Windows was not yet a dominant operating system, and Linux was just an idea in Linus Torvalds's head.[6]

Nevertheless, we can look at current trends and emerging technologies and make some predictions of future technologies and trends that will create new opportunities and challenges for libraries. We have summarized five areas that hold the most implications for Porterville.

a.   Open source software and cloud computing options increase.

Open source software is software that is developed collaboratively, by and for a community of programmers, stakeholders, and users. Open source software is free to use and can be customized to fit the needs of an individual organization. One of the most important examples of open source software is Linux, which is the Unix-based operating system that underlies most of the world's website infrastructure. Linux has been in development for almost twenty years, but only recently has open source software had a major impact on library applications. Two areas in which open source

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[6] Moore's Law, which describes the acceleration of complexity (and therefore power) of computer circuits, predicts that computing power will double every two years. While technologists disagree about the number of years into the future that Moore's Law will hold, even a conservative estimate suggests that computers will be more than 30 times as powerful in twenty years as they are today – which means that technology will continue to change at a dizzying rate. In addition, developments in other areas like energy efficiency, display technology, and miniaturization will lead to other innovations that will change the way technology looks, feels, and functions.

development is booming are library management systems and the "discovery layer" that customers use to search for and explore library resources.

Cloud computing is the trend toward hosting applications and services on a remote server, managed by a vendor, and paying a fixed or use-based fee for access to those applications. Cloud computing allows libraries to run applications and services that would be too expensive to purchase, install, and maintain.

Open source software and cloud computing often offer application programming interfaces (APIs) that allow different systems and applications to share information. Customers are able to pick and choose applications and services from different vendors or open source projects, and build an integrated solution that does more and costs less than a single-vendor system.

The combination of open source software and cloud computing will give libraries an increasing number of options in deciding how to invest in technology and services. Libraries will be able to choose applications and services that are appropriate for the needs of their size and community. Support costs become more predictable, and entry and exit costs are lower. Libraries can purchase modular solutions that can be combined for the best fit. Increasingly, technology will become a set of services that a library selects and subscribes to.

b.   Computers become ubiquitous and formats become standardized.

Computing has moved from monolithic mainframes, to flexible servers and client computers, and increasingly to personal devices such as laptops, netbooks, and cell phones. Personal computing devices will continue to become smaller, cheaper, and more powerful. In addition, advances in input/output technologies such as touch screens, motion detection, image projection, speech recognition and text-to-speech, and bio-monitoring will increase the utility and ubiquity of personal devices. Future customers will carry and use computers everywhere they go.

As computers become ubiquitous, data formats will become standardized. Customers place a high value on being able to play any video or music file on any device, share files and documents with anyone, and access web pages, email and text messages, and electronic chat through a single interface.

Libraries will need to make their resources available to customers using a wide variety of devices, for example by focusing on mobile web formats and multiple messaging systems. At the same time, libraries will benefit from emerging standards that make it easier to create and share resources that are platform-independent.

c.   Social networking is key.

The popularity of social networking has demonstrated that customers are interested in personal connections, shared interests, and networking. Facebook, Twitter, Amazon.com book reviews, and the Netflix Recommendation Engine have all become popular as platforms for communication, sharing opinions and expertise, and forming connections between people with similar interests. Customers will expect libraries to help them create content to share with others, and search for content created by their online peers.

Customer loyalty is invigorated by membership in social clubs – such as Facebook groups, Twitter followers, and blog members. Libraries will create loyal customers by extending membership in the "library club", through book clubs, discussion groups, hobby groups, project teams, and the like.

d.   Materials handling technologies continue to improve and digitization increases.

Radio frequency identification (RFID), automated materials handling systems (AMH), and other technologies will make materials handling cheaper, safer, and more accurate. An increasing number of materials will be available in digital formats. Music and videos will be easily downloadable to library-owned and customer-owned devices. It will become cheaper and easier to digitize special collections such as historical documents and photographs, newspapers, maps, and government records. Libraries will continue to find alternative ways to deliver materials to the customer, including kiosks, vending machines, and home delivery.

A large percentage of a library's budget is devoted to storing, handling, and moving materials: shelving books, retrieving hold requests, moving materials between branches, and weeding and discarding unwanted materials. With improved materials handling, libraries will be able to commit more resources to value-added services such as personal assistance to customers, community programs, and outreach to underserved populations.

As more materials become available in digital formats, and libraries digitize their special collections, customers will be able to access materials online or onsite, and materials will become accessible to more customers. Libraries will be able to print rare or hard-to-find materials on demand.

e.   Web analytics and semantics improve.

Web analytics is the ability to gather and analyze information about who visits a website, how he gets there, which pages he visits, and how long he stays. Analytics yields information about navigational habits, customer preferences and interests, and the success or failure of a website to meet the customer's needs.

The semantic web refers to the development of languages and standards that store information about web content. At its simplest level, the semantic web enables web browsers and search engines to understand the context of web content. This results in more useful search results and the ability to share information between websites or applications.

As analytics and the semantic web improve, the Library will have greater ability to attract and keep loyal customers, to provide customers with the resources they want, and to customize the website to the personal needs of each customer. Searches will be more powerful and accurate, and resources will be easier to find. The website will become a primary tool in identifying the resources that a community needs, and in matching each customer with the resources he or she will find most useful and enjoyable.

2.   Conclusion

Technology has always presented opportunities and challenges alike. Libraries will benefit from the ability to choose between commercial and open source software solutions, and between hosted and locally maintained applications. Libraries will be able to mix and match to build solutions that meet the specific needs of their communities.

Advances in materials handling technology will allow libraries to devote more resources to providing high-value services. Standardization of digital formats and the ability to create and access digital materials more easily will allow libraries to serve a broader customer base while meeting each customer's individual needs.

At the same time, libraries will need to master complex new technologies in the areas of mobile computing, social technology, and web analytics and semantics, among others. Libraries must continue to invest in staff competencies in technology, business analysis, marketing and public relations in order to maintain and demonstrate relevance.

C.   Technology Project "Hopper"

1.   Introduction

The following is a "technology project hopper", a collection of projects that the Library should think about it as it moves into the next decades. We have based the projects on the work of both technology and library futurists, to identify projects that will help the library to fulfill strategic goals and service responses to meet the needs of its community in 2030 and beyond.

Many of these projects could be implemented today with existing technology, if only in a limited form. The projects will probably become cheaper and easier to implement as technology changes. In most cases, the Library should consider beginning to implement these projects in the near future, while paying attention to technology and updating the projects to reflect innovations and changing needs.

2.   Service Responses

These projects support the Library's selected service responses in a variety of ways. Several of the projects support the underlying mission of the Library by making materials handling, collection maintenance, and customer access to materials easier and more economical. These infrastructure projects include:

- RFID and Automated Handling
- Alternate Content Distribution Systems
- Media Download Facilities
- Next-Generation Library Catalog System
- Information and Circulation Kiosks and Portable Guides

In addition, most of the projects are closely related to one or more service responses. The table found in *Appendix* I shows explicit connections between service responses and the proposed technology projects.

3.   Project Descriptions

a.   Materials Handling

Books, periodicals, and other print materials will remain an important part of the Library's collection. While they will continue to attract customers, they also present challenges of storage, preservation, and handling.   A multifaceted materials handling project addresses the importance of print collections while mitigating the challenges.   A comprehensive materials handling project includes the following components.

- Implementation of RFID and automated materials handling to make managing a physical collection cheaper, safer, and more accurate.

  Handling physical materials can be expensive in several ways. If each physical item must be processed individually, it is laborious and can lead to repetitive stress injuries.   Human error can lead to items being sent to or shelved in the wrong location, and missing items can be very difficult to locate. An automated materials handling system, combined with RFID or other remote-identification technology, can reduce labor, injury, and sorting error, while making inventory easier and more accurate.

- Digitization of special collections

  Physical collections that are unique to a library, and that are prone to deterioration, should be digitized to reduce the amount of physical handling necessary, as well as to make distribution of and access to the content easier. Prime candidates include local newspapers, city government documents, and other historical documents of local interest.   While the process of digitizing printer materials is laborious and expensive, there is some funding on national and state levels for digitization projects. The ability to index and make searchable a previously inaccessible physical collection provides significant return on the investment of digitization.

- Alternate content distribution systems

  While patrons continue to want print items, they may not like having to pick them up at a specific location, and they may not like having to wait for the item to become available, especially as other materials become available online. The Library should explore alternate distribution systems, including: Print on Demand, which allows the Library to generate a new copy of a book, newspaper, or document when the patron requests it; off-site vending machines or service locations, which allow patrons to pick up an item at a convenient location near their home or workplace; and home delivery or courier services, which allow patrons to receive items inexpensively to the location of their choice.

  b.   Media Download Facilities

  Like print materials, tape or disc based multimedia materials are inherently expensive to store and handle. In addition, they are subject to damage and loss, and as media formats change the medium eventually becomes obsolete.   Current services like NetLibrary and OverDrive, as well as commercial offerings from Netflix

and Amazon, exemplify the beginning of a trend toward digital download of multimedia materials. As an increasing number of consumer devices become available to play digital books, music, and movies, patrons will expect libraries to make materials available as downloads.

Currently there is no standard format for multimedia downloads, but it is likely that formats will converge. Alternatively, consumer devices will support more formats. In either case, the Library probably will not have to make difficult choices about which formats or devices to support, as they do today.

The process for downloading digital media is currently quite complex, and a significant number of patrons will require help with the process. The Library should provide download stations, either adding capability to its public computers or designating dedicated stations for that purpose. Library staff should be trained and prepared to support the download process. The need for specialized stations and download support will diminish as patrons gain the ability to easily download content directly to their personal devices.

The eventual goal is to eliminate discs and tapes from the Library's collection, and to support a broad selection of downloadable music and video. In addition to allowing patrons to download to their own devices, the Library will offer devices for loan, either preloaded with content or loaded to the patron's specifications. The Library may have to support a transitional technology that allows recording digital music or videos to blank discs, until the demand for DVDs and CDs subsides.

c.   Next-Generation Library Catalog System

The public library online catalog has long been constrained by structure and code that dates to the 1970s and 1980s. Recent new software development by established library software vendors and open source development efforts such as Evergreen and Koha, shows great promise for innovative, responsive catalog software solutions. In addition, the increasing availability of standard data structures, and application programming interfaces (APIs) that allow different pieces of software to "talk" to each other, increase the Library's choices in putting together an integrated application for patrons.

The Library should take advantage of software development that leads to next-generation library software, which should include the following components.

- The system provides a highly manageable and customizable user interface, empowering the Library to control its public interface and delegate options to its patrons, where desirable.

- The catalog system supports user-generated content such as book reviews, ratings, tags, recommendations, and other metadata.

- The system provides patrons with the ability to form and manage connections with other patrons. For example, a patron may delegate the right to pick up his/her holds. For another example, a patron may create an online book discussion group or a network of patrons interested in a particular local issue.

- The system allows the Library to index items in its collection, user-created content, and external resources, and to provide a powerful and intuitive search interface to its patrons.

d.   Conferencing and Collaboration Technologies

The Library's meeting rooms, multipurpose spaces, and technology labs will include technologies that facilitate conferencing, collaboration, and content creation. These technologies might include:

- Video conferencing equipment, to allow dispersed groups to meet face to face for remote training and project collaboration. Conferences can be video-recorded or audio-recorded, and the files sent to participants on request.

- Internet-connected whiteboard equipment, to allow shared notes, diagrams, etc. Whiteboard contents are automatically saved, transcribed, and emailed to participants.

- Content authoring tools, including hardware and software to facilitate sound and video recording and editing, webpage and software creation, photography, and writing and typesetting. Patrons may create content such as videocasts, screencasts, audio podcasts, tutorials, websites, software applications, technical documents, and stories.

- Digital storage space for content creators to store drafts and finished projects for later retrieval.

e.   Information Kiosks, Circulation Kiosks, and Portable Guides

The Library will install an information kiosk that shows patrons what is happening and where to find things. The kiosk makes use of touch screen technology, speech recognition, speech output, and multilingual capability. The kiosk displays a prerecorded audiovisual tour of the library, allowing patrons to "zoom in" on areas or events of interest by touching the screen, and responds to spoken questions such as "Where are the mysteries?" or "How do I sign up for a computer?" The kiosk also suggests related resources and events.

The Library will install circulation kiosks at remote locations such as transit centers, schools, and assisted living facilities. Circulation kiosks allow patrons to place holds, check due dates, pay fines, and perform other circulation and account management functions. Circulation kiosks also provide general information, similar to the information kiosks described above.

The Library may provide portable guide devices that the patron can use to locate specific items or learn about different parts of the library. The device relies on high-resolution global positioning system (GPS) technology to precisely identify the patron's current location within the system; it includes an accelerometer to recognize patron hand motions and perspective. The patron can receive instructions to locate a specific item, or listen to a description of the resources and events of the part of the

library she/he is in. Children and non-English speakers, in particular, can use the guide to learn to use the library.

f.   Game and Exploration Systems

The Library will invest in technology that facilitates learning and skill-building through games and explorative play. As current technologies such as the Wii, immersion gaming systems, and Second Life improve, patrons will be able to experience "alternative" and "augmented" reality environments to play sports, build bridges and skyscrapers, dissect microscopic organisms, create a new city, explore another solar system, or travel to other countries. Games and activities will be designed to teach literacy, communication and collaboration, and basic learning and analytical skills. The system will support individual and collaborative play with other patrons, teachers, or caregivers.

D.   Service Emphases

As previously noted in the Methodology section of this report the Committee selected five service responses for the Porterville community. Service responses are over-arching themes that together express the roles the library will play in the community. They frame the library's service plan.

The time span for service responses is several years while the time span for a service plan is annual or biennial. The service plan flexes and changes while the service responses (roles) tend to be constant. When major characteristics of the community, such as its educational achievement level or its youth age population change significantly, or when new community priorities come into play, library leaders should reconsider library service responses. About every three to five years, the library should develop a strategic plan. That is the time to revisit the service responses.

The selection of the following Porterville service responses was based on the Committee's analysis of community needs. They were validated by community input. These overarching themes have guided the development of the hypothetical service plan below. They should also guide library leaders in setting priorities for service design and the allocation of resources.

- Learn To Read and Write
- Early Literacy: Create Young Readers
- Satisfy Curiosity and Life Long Learning
- Visit a Comfortable Place, Both Physical and Virtual
- Connect to the Online World

As the planning continues over time, it is important to revisit the service response framework to recheck its continuing validity. This is especially important as the passage of time further and further distances the actual building of a facility from this needs assessment.

E.   Library Service Delivery Model for Porterville

There are many library service delivery models. At present, for example, Porterville's library service delivery model is one central library, supplemented by one small, joint-use public/school library. Other options include:

- One central library with a strong neighborhood outreach component
- A central library with neighborhood branches and/or bookmobile and/or co-located branches such in schools
- Self-service remote kiosk vending machines
- A "distributed system, such as locating small libraries throughout the city supported by a networking center but without a central library
- A virtual library: that is, all electronic, accessible online for limited services
- A joint use facility with another public or private entity
- A tenant relationship with a public or private partner, such as a developer or non-profit.

However, every community is different and its needs and plans for the future are unique. With Porterville's strong emphasis on downtown revitalization as well as neighborhood services, the inclination is to suggest a downtown central library with neighborhood branches. However, cost is also a factor. Operating many facilities is inherently expensive and inevitably entails duplication of effort. The choice of service delivery models is always a tradeoff and cost is not the only consideration.

If costs were the only consideration, the inclination would be to suggest a virtual library for Porterville; that is, one that is limited to what could be provided online. However, this would be far from adequate, given the service responses that emerged from the needs assessment and the goals of the city's 2030 General Plan. A *comfortable physical place* is too important in Porterville to settle for a virtual library. People in Porterville want a library that provides human interaction, that brings people together, and that bolsters the economic vitality of Porterville.

The decision about whether to have one central location, many locations, or some other means of library service delivery must take in many considerations. For Porterville, these considerations came out of the needs assessment process against the backdrop of the city's 2030 General Plan. They formed the criteria used to determine the optimum library service delivery model for a future Porterville Public Library.

- Enables the most cost-effective delivery of service
- Is consistent with the General Plan 2030 provides a downtown presence with neighborhood reach
- Emphasizes the chosen service responses
- Provides a strong physical sense of place in keeping with the service response: visit a comfortable space
- Is or is proximate to the center of gravity for the community
- Is a community crossroads, a community commons, providing a social experience for residents
- Is part of the economic engine for Porterville
- Is accessible to all residents equally

The following service plan is based on a library service model that has a strong central library with a strong neighborhood outreach component.

F.   The Library of the Future: Future Porterville Library Scenario

It is impossible to precisely predict the public library of the future. What can be surmised is that a future Porterville Public Library will have to engage the community at its point of need; that technology will play a key role in enabling the effective functioning of the library; and that future public expectation will increasingly be for services and programs that interactively enhance people's experience of the library.

The *Future Porterville Library Scenario* was developed for and adapted by the Committee. Because everyone has his own idea of what a library should be, based on what he has known, the *Future Porterville Library Scenario* is a tool for people in Porterville to imagine a library of the future. It is illustrative of what could be. It is not a proposed library; rather, it is a "story" that gives people a point of departure for an on-going conversation as library planning continues. The scenario is included in this report as *Appendix J*.

G.   Hypothetical Service Plan and Operating Budget Estimate

The service plan for a future Porterville Public Library must necessarily be hypothetical since it will take some time to bring it to fruition. In the interim, technology will change, library best practices will change, and Porterville will change and be changed. Nevertheless, library planners need to have an idea of the services and the approximate operating costs. As library planners get closer to realizing their future library, the *hypothetical* service plan and operating budget estimate should be honed into the *actual* service plan and budget. The service plan needs to evolve and align with future changes.

The future Porterville Public Library will efficiently operate a full service library with strong outreach to the neighborhoods and a strong virtual online, interactive presence. The services, programs, collections, and space design and allocation will enable the library to emphasize:

• Early childhood literacy and language development
• Teen, adult, and family literacy
• Lifelong learning
• Providing a comfortable place, both physically and virtually
• Connecting the community to the online world

1.   Hours of Service

The library will be open every day of the week and about 70 hours per week. The library will be closed about two weeks per year for legal holidays. Residents will be able to use the library services, programs, collections, and facilities. Residents will be able to manage their accounts online and get informational and technical help from library staff in real time, 24 hours a day, seven days per week. They will be able to participate in many virtual programs such as book discussion groups and collaborative projects when

the library is closed. The community meeting room will be available by reservation 24 hours a day, seven days a week.

2.   Program-Oriented Focus, Community Engagement

The library will actively engage the community with programs in the library, in the neighborhoods, and online. This programmatic approach will give residents of all ages and interests reason to come to the library, both physically and virtually. Library staff will be interactive with the community. Collections in a variety of formats and with high appeal to community groups and individuals will support the service emphases. The collection will include content created by the community.

Residents will want to come to the library because the collection has what they want to read, listen to, interact with, or otherwise enjoy. Many will join in the author visits and the book discussion groups. Teens will want to come to the library because they feel welcomed by an attractive, comfortable, designated, space where they can work with friends and eat and drink while doing so. Young children, parents, and families will come for story time and family programs. Everyone will have their own reasons to come and the library will focus on giving them plenty of reasons.

3.   Community Partners

The library will partner with the community college, schools, and other educational providers to improve literacy in the community through one-on-one, peer, group, and work place tutoring. The library will also partner with the community college to provide continuing education for local and regional industries: For example: teachers, fire fighters, law enforcement, health care providers, and criminal justice practitioners. The library will organize and host with community partners cultural, educational, and other life-enriching programs of interest.   These will be staged in the library, in the neighborhoods, and online.

4.   Technology Enables Efficiency and Interactivity

The library's technology will enable library users to conduct routine library business independently. Access to the online world from the library and its website will be virtually transparent. Library users will be able to access online resources from anywhere at any time through a variety of technologies. The library will have collaborative technologies and will help people use them. For example, live video feeds will allow neighborhood groups to meet face to face; while their discussions are automatically transcribed and emailed to the participants.   Large screens show shared notes, diagrams, and checklists, updated in real time.   Participants meet in cyberspace to attend programs, and to create content with co-creators. Audio and video capture and edit stations draw a wide spectrum of creative people who want to create content for personal as well as commercial use.

5.   Services and Programs

The future Porterville Public Library will offer a variety of services and programs that emphasize its service priorities. Many of these are already being done by the library.

For example, services and programs for creating young readers through early literacy might include:

- New baby library card and literacy kit for parents, with outreach
- Lap sit program for babies with their parents and caregivers
- Regularly scheduled, interactive story programs in the library and off-site locations (neighborhood schools, day care centers, parks, and clinics and hospitals) for the early childhood age groups
- A "read to me" component in the summer reading program for young children
- Puppet shows, singalongs, and other interactive programs for pre-schoolers and their caregivers
- Seminars for parents and caregivers on early literacy
- "Theme" bags with a collection of concept books, board books, picture books for preschool age children
- Podcasts and video casts on early literacy for parents and caregivers
- Age-appropriate computers, computer games, and e-books for pre-school children

Services and programs for helping adults, teens, and families learn to read and write include:

- Self-guided programs that use books, media, and computers to help adults and teens reach their personal literacy goals and English language proficiency
- Private space for learners to work with tutors and peers
- Literacy classes and small group literacy training
- Literacy helpline and volunteer tutors
- Work with employers to develop work place literacy programs

Services and programs to satisfy curiosity through lifelong learning include:

- Programs on a variety of topics of interest to various age groups in the community (gardening, cooking, sports, etc.)
- Displays containing local residents' creations or collections
- Book discussion groups
- Adult education, continuing education, and/or GED and college degree programs offered in the library or on the library's website through distance education partners and on-demand video

Services and programs to provide a comfortable place, both physical and virtual include:

- Various-sized meeting rooms for public use
- Dedicated spaces with collections, seating, and other amenities for young children, teens, and adults
- Food and beverages in or adjacent to the library
- Computers, electronic games, social networking software and technical support
- Printing and reprographics
- Library website that is interactive

Services and programs to connect to the online world include:

- Computers, high speed connectivity, and latest generation wireless technology
- Social networking, collaborative, and interactive technologies
- Classes and tutoring for these technologies
- One-on-one help efficiently finding credible information
- Alternative and augmented "reality" environment for learning and playing

6.   Staffing Structure

In this hypothetical service plan, library personnel number about 29 full-time equated (FTE) paid staff.   Volunteers supplement the staff, helping with all levels of function, depending upon the library's need and their expertise.

As much as possible, routines are automated so that library staff can help library users get the best value for their tax dollars. The support staff, under the general direction of an operations supervisor, performs the day-to-day functions of the library.   To the greatest extent possible, the library is equipped with technology that enables library users to check out and check in, download, copy, transcribe, transmit, and otherwise use the library largely independently. Technology will "raise the bar" of staff functions so that more staff is engaged more of the time in helping people get the most from their library experience.

Professional, support staff, and skilled volunteers provide value-added assistance in the library, in the neighborhoods, and online. These personnel plan and deploy programs in the library and neighborhoods. The library's strong neighborhood outreach component is possible because personnel are responsible for neighborhood relations and developing programs of interest to neighborhood residents. These programs are staged in the neighborhoods, at the central library, and online in virtual reality. They meet with individuals, families, and groups to personalize their library experience so that library users achieve their goals. They staff the "search command center" which helps people efficiently find information they need in an increasingly complex information world. Skilled volunteers help in their areas of expertise. For example, teen volunteers and interns help mentor "tweens" in reading and tutor adults with technology. Volunteers help paid staff with neighborhood outreach. They staff the virtual help desk, answering and triaging questions and providing online technical help 24/7.

The library director is largely involved with strategic planning, evaluating the effectiveness of the library, overseeing its management, and cultivating effective relationships with the community at large, program partners, and funders. The library has technology staff to sustain technological support and innovation. Professional and technical staff works behind the scenes to curate and manage an increasingly diverse "collection" of conventional and unconventional technologies of the day (print and electronic books, periodicals, and newspapers; audiovisual media, digital content, and so forth.) The library recruits, orients, trains, schedules, and recognizes volunteers. The library does market research and actively promotes its services and programs.

Figure 1 below shows the FTE by function and the likely classification and/or educational attainment level of personnel for this hypothetical service plan. As planning continues,

the specifics of the staffing plan such as FTE, functions, and position level are subject to change.

FTE	Functions	Position Level
**Figure 1** **Hypothetical Service Plan: Staffing Structure**	
1	library leadership, public-private partnerships, foundation and library board development	MLS Librarian
7.1	daily operations public service staff 70+ hours per week	Aides, assistants, supervisors (1 per shift)
3.55	service desk and roving customer service, question handling, and searching assistance 70+hours per week	Library assistants
2	program and collection responsibility and readers advisory	MLS librarians
4	Program and neighborhood relations and outreach literacy, education, information technology, virtual presence management	other professionals (Bachelor's, Master's, or other professional degree)
6	public relations, community outreach, events coordination, volunteer training	Program support staff (Associate, Bachelor's)
2.5	ILS, Computers, and Technology	Masters, Bachelors, Associate
2	Acquisitions, Cataloging, Processing Assistants and Aides	Library assistants/aides
1.5	Administrative, Volunteer coordination	Associates, Bachelors
29.65	Total FTE	

7.   Operating Budget Estimate

The annual operating budget is a plan to pay for the staff, collections, and expenses associated with services and the day-to-day operation of the library facility. Figure 2 shows the structure of a budget for the hypothetical service plan and the associated estimated expenses. The library should also budget reserves, putting away funds annually to upgrade technology and equipment on a schedule. The library should also budget for facility maintenance and improvement annually so as to accrue funds to make improvements on an emergency basis and on a replacement schedule.

The City of Porterville will be impacted by a larger library in a number of ways. For example, the library workforce will be larger as will the facility. HR, finance, and grounds and maintenance units will be impacted. Some local governments charge back for these city services. These costs must also be considered for the future Porterville Public Library.

8.   Income

Most of the income to fund public libraries comes from the library jurisdiction's local government. California has some state funding for libraries: the Public Library Fund (PLF) and the California Library Services Act Transaction-based Reimbursement (CLSA-TBR) program, for those who loan materials to other participating California libraries. The state also partially funds libraries with literacy programs. All of these state funds, however, have been reduced in the current economic recession. In 2007/08, Porterville Public Library received a total of $138,865 from the California State Library.

Other income for libraries comes from the library's fines and fees, fund-raising by the library's Friends group and Library Foundation, and federal, state, and local grants. Some local jurisdictions have special taxes or assessments for the library or that can be used by the library.

Typically, public library income in California is over 90% local, with state and other income making up the difference. Libraries can leverage their funding by partnering with other entities that have like-minded objectives, such as literacy and lifelong learning. In planning for the future Porterville Public Library, planners should keep in mind income strategies used by other libraries in designing and constructing their new facilities. For instance, retail operations in the library or adjoining it can provide a revenue stream and/or subsidy. Library planners should also consider establishing an endowment to partially fund future library operations.

9.   Expenditures

It is impossible to know now what a Porterville Public Library will cost to operate in 10, 15, or 20 years.   Just as with local government and other public entities, the library's operating budget will be affected by many variables when the time comes: the actual staffing plan, salaries and benefits at the time, technology, energy costs, and so forth.

However, library and city leaders could expect the operating costs of a library that parallels this hypothetical service plan to be about $2.7 million in 2010 dollars. This is about $50 per capita for Porterville's current population of about 52,000. This per capita expenditure is about average for public libraries in California serving communities of similar size. For illustrative purposes, Figure 2 shows an estimated budget.

As the population of Porterville grows, economies of scale may reduce the per capita costs. However, the overall cost of operating the library is likely to rise when there are more people to serve and when library expenses increase. Staffing costs tend to rise even when staffing levels remain constant. Local governments and libraries alike refer to their "structural deficits" which are often the result of rising staffing costs that outpace revenue growth.

It is important to build self service, materials handling and other technologies into the operating plan for the future library. This will help minimize labor costs for routine functions and concentrate staffing on value-added functions: helping people achieve their literacy and lifelong learning goals.

FIGURE 2 HYPOTHETICAL SERVICE PLAN BUDGET ESTIMATE FOR A FUTURE PORTERVILLE PUBLIC LIBRARY		
Personnel		**$1, 700,000**
Library Collection and Online Services		**$ 390,000**
Other Operating		**$ 312,000**
Public relations and promotional		
Supplies		
	Office	
	Operating Supplies and materials	
	Copier supplies	
	Furniture and Fixtures	
Insurance		
Utilities		
Repairs and Maintenance-Equipment		
Repairs and Maintenance-Structure		
Dues and subscriptions		
Copy machine and printing services		
Tuition and conference fees		
Collection services (revenue collection)		
Operating rentals		
Program expenses		
Professional and contractual services		
Technology replacement		
Technology new		
Technology software		
Volunteer recruitment, training, and recognition		
Intergovernmental Services		
Technology and equipment replacement reserve		**$ 78,000**
Facility Maintenance and Repair		**$ 130,000**
Capital reserve		**$ 157,000**
Total		**$ 2,767,000**

H.   Construction Costs

Construction costs in California have varied widely over the past few years as the State's (and global) economy has fluctuated. Costs in 2009 have plummeted from all-time highs in 2006 and 2007 in response to falling prices in the construction market. This situation is fluid and will no doubt change as the market recovers. A range of $425 to $475 per square foot for total project costs may be used for preliminary estimating purposes. This assumes a 20% estimating contingency, which is typical at this early planning stage. This would result in a total project cost of between $20M and $25M for a building of 48,250 to 53,000 square feet, assuming 2009 dollars.

One current project in Tulare County is suggestive of the cost to design and construct a library facility. The City of Tulare is building a new 32,400 square foot public library

(including a 1,000 square foot City Council chamber), currently under construction. The base construction bid was awarded at $10.7 million, for a $342 per square foot for construction. The total project cost of this project is $14 million, which includes site acquisition, design fees and other soft costs, or approximately $409 per square foot.

Over the past decade, forty to fifty new public library facilities have been constructed and opened in California. Most of these capital projects have been funded by a State bond-funded matching grant fund, local bond measures, redevelopment agency funds, community fundraising campaigns or by a combination of funding mechanisms. Some communities have raised significant revenue through effective grass roots fundraising campaigns, including the Shasta County *New Library Now* effort, which resulted in the construction of a new 55,000 square foot library for the City of Redding.

In summary, a single, central facility in a range of 48,250 to 53,000 square feet of space is recommended, designed to provide spaces and services that meet Porterville residents' library needs through the next thirty to forty years. Library planners should expect such a library today to cost about $2.7 million to operate. These costs will undoubtedly increase depending upon how long it takes to actualize the library.

It is impossible to precisely predict the public library of the future. What can be surmised is that a future Porterville Public Library will have to engage the community at its point of need; that technology will play a key role in enabling the effective functioning of the library; and that future public expectation will increasingly be for services and programs that interactively enhance people's experience of the library.

In the interim, technology will change, library best practices will change, and Porterville will change and be changed. As library planners get closer to realizing their future library, the *hypothetical* service plan and operating budget estimate should be honed into the *actual* service plan and budget. The service plan needs to evolve and align with future changes.

VI.   Recommendations and Next Steps

The Committee will present the needs assessment findings to the City Council later this year, at a meeting to be scheduled. At the same time, the Committee needs to continue planning for the new library, focusing on the following areas:

A. Advocacy and Fundraising

Community awareness and support for the new facility needs to be developed. The Committee should consider forming a subcommittee to spearhead this effort. Library practitioners who have led successful fundraising campaigns could be invited to meet with the subcommittee to share their experience and advise the group about effective advocacy strategies and techniques. The subcommittee could also attend the Public Library Association national conference in March 2010, the California Library Association annual conference in November 2009 and visit other libraries with strong fundraising track records to learn how to mount an effective campaign. The subcommittee could engage a consultant or library practitioner to develop a campaign prospectus, talking points and other presentation materials for approaching potential donors. A speaker's bureau could be established, including Committee members and other advocates, to get the word out in the community.

B. Site Selection

Deciding on the location of the new library is a basic and vital planning step that will be instrumental in defining the construction project scope and budget. A site selection process should be initiated to enable the City to identify several potential sites and establish community-based criteria for the final site selection. The Committee can be an effective forum for this process. An architectural/engineering consultant should be retained to assist and possibly facilitate the process.

C. Short Term Improvements

The planning process identified several service issues that can be addressed in the short term, prior to the design and construction of a new facility. Examples include installing an exterior materials return drop, applying security tags to media items so they can be shelved in the public area and implementing wireless access within the current Main Library. The Committee should encourage the City to plan and implement these service improvements in the existing building as funds become available.

APPENDIX A1

Porterville Library Needs Assessment

Porterville College Child Development Center Staff and Students Focus Group

7/22/09

Nine CDC staff and students participated in the meeting. Kathy Page facilitated the discussion and Vikki Cervantes recorded.

Kathy explained the scope and purpose of the project and then asked the group several questions.

<u>1. How many of you are library users? If so, which library or libraries do you use?</u>

  Four library users

- 1 – Fresno County Library

- 1 – Fresno County bookmobile

- 3 – Porterville Main Library

- 1 – M. J. Slattery Children's Library

  Several use the Porterville College Library

<u>2. How can the Porterville Library best serve children? What are the needs of the children you care for?</u>

- ESL = Spanish books

- Provide a more inviting atmosphere, more education

- The upstairs story time space is not child friendly; room is not inviting, just a room for meetings

- I like the Fresno County bookmobile: rural areas - every month they take books for the children, two instructors, music, stories, books available for checkout; a lot of parents take advantage of the resources

- Not a lot of reading is going on in the homes of the kids we serve

- Parents need to read to their kids every night

- People are too busy to take advantage of library resources

- Not enough materials in Spanish

- More hands-on activities and educational games to improve school readiness

- Offer activities and features that would attract families and bring the kids in, perhaps after a school trip where children get excited about the library

- Summer Reading Program

- Question: do the kids you work with have computer access?

- Yes, we have two PCs here at the center and parents tell us they cannot get their children off the computer – even three year olds.

- It would be good for the library to have computers with educational games for children

- City of Tulare is building a brand new library facility

3. Tell us more about what you'd like to see at the Porterville Library?

- Kid oriented, not necessarily quiet, with a space just for kids

- Life sciences exhibits = plants, animals, aquarium

- The Seattle Community College Library is a good example, with life sciences, pictures and books, theme area

- Like Porterville's geologic rock displays

- Hands-on materials for children, interactive exhibits

- Provide an evening hook for activities

- Offer story time in the evening times and on weekends for working parents

- Try a multi-generational grandparents day

- Indoor/outdoor space – a nice outdoor area, perhaps an observatory?

- Barnes & Noble atmosphere = enjoyable, comfortable seating, welcoming environment, food, homey atmosphere

- Porterville College Library is new and has very inviting furniture

- Space for a parent with a little child to have some quality time with no distractions

- Resources for parents on parenting topics - discipline, potty training, nutrition; all the parenting resources together

- Help for people who do not know how to find resources, adult learners

- Color code labels for age-appropriate materials, as Fresno County does

- DVDs, video, music – in separate spaces for YA, adults, children

- Children's collection not enough, need bigger collection of books

4. Where do parents go to get information?

Some parenting classes are offered at the college, but budget cuts have reduced these. The Child Development Center provides parents with brochures, flyers, etc.

- Saturday morning newspaper

- People do not get a sense of what the library is offering

- A lot of people do not get the newspaper

- Word of mouth, flyers at stores, on windshields

- Spanish speakers watch VIYA central television

- KMPH 26 – Central San Joaquin Valley News

- Books in the home= a sense that they have books available, books are a luxury,

- Porterville celebrates reading = annual event, Friends of the Library (children's books limit on free)

4. Tell us the one most important thing you would want to see offered at a new, up-to-date library?

- Culturally diverse collections and programs, not just Hispanic interest

- A place for parents and children to interact, separated from rest of space so they can do this without noise restriction

- Computers for children

- Hands-on activities

- Workshops and programs for Hispanics - explain nutrition, services, etc.

- The facility should be safe and secure, comfortable, but not so "fluffy" (fancy) that children will not sit on the furniture. Kid-friendly furniture is needed.

- Make them want to go to = space

- Guest speakers, once a month parent activity

- An area for kids, where the parents are comfortable, bean bag chairs, parent/child seating, at the same level.

- Hands-on activities, more inviting to children's interest, opening new ideas

- The facility and staff should motivate parents to want to come back

- Computers - more computers for children

- Programming for teenagers to keep them out of trouble

- Space for the teens, homework help

- Do not charge for overdue books

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APPENDIX A2

Porterville Library Needs Assessment

Landmark Church Teen Ministries Focus Group

14 teens participated in the session. Kathy page facilitated the discussion and tony arellano recorded. Kathy introduced the project to the group and then asked several questions.

1. How many of you are library users?

- Use public library - 10

2. If not, why not?

- Have Internet at home

- Too far away

- Hot outside

- Boring

- Have books at home

3. If yes, which services do you use?

- Check out books

- Find things to draw/drawing books

- Little kids' books

4. What grade will you be in this coming school year?

- 14 years old - 1

- Sophomores - 3

- Junior - 1

- College age - 4

- (7 have younger brothers and sisters)

5. Where do you tend to go when you need information?

- Two-thirds go to the Internet

- One uses encyclopedia

6. How many of you have access to the Internet at home?

- Almost all

- How about computer access at school? 3

7. What is your favorite place to study?

- 2 – at Starbucks

- Most – at home in my room

8. Do any of you work in groups on homework? If so, where do you get together?

- At school library

- At Starbucks

9. Does anyone read just for fun (not as an assignment)? If so, what do you like to read?

- 4 said "yes"

- Poetry

- Bible

- Animals

- Vampires

10. Is there anything you would change about the Porterville Library?

- An easier way to locate books (difficult to use Dewey system)

- Better search engine – books are missing but still show in catalog --look up book, but not in this library, only held at other libraries, which I can't get to in time

- Seating makes a lot of noise, uncomfortable

- Make it more "home-ish" (comfortable)

11. Do any of you ever attend programs at the library?

- Heard about it, but didn't go

12. What if the library had a movie night?

- Yeah! (several said they would be interested)

- What about a game night? Yes! (several nods)

13. If there was just one idea you could recommend to include in a new, state-of-the-art library for Porterville, what would it be?

- Keep the rock displays – a lot of people like them

- Be able to preview music, like at the mall

- Study rooms with music to listen to – separate room

- Food available after school – several said they would like refreshments to be available, a a la Starbucks

- Make it like McDermotts, with books (paster doyle)

- Draw the kids in, have books on wall

- Buy surfing books and have books about the ocean

14. What if library offered downloadable music? Would that be useful to you?

- Yes, although several still buy CDs and download music

Library services considered most important to provide for provide for teens, in descending order by the number of focus group participant votes.

8	A separate space for teens
8	A place to buy and eat snacks
8	Library programs for teens (examples: poetry slams, book discussion groups, film nights)
7	Music CDs
6	Computers to search the Internet
6	Magazines for teens
6	Comfortable lounge chairs
5	Group study rooms to work together with other students
4	Computers with special software, such as *
3	Plenty of study seating
3	Fiction books for teens
3	Places to plug in laptop computers
2	Nonfiction books for research and study
2	DVDs and videos
1	Other**

1   Career prep books

0   Computers for word processing

0   Books and media in languages other than English

Comments

*computers with special software: an easier search engine; graphic design software; photoshop and final cut

**other: a place to think – a quiet place to let imagination flow – a place to draw with paint provided.

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APPENDIX A3

Porterville Library Needs Assessment

Sierra Hills Retirement Community Residents Focus Group

7/22/09

10 participants

Kathy Page facilitated the meeting and Rebecca recorded.

Kathy summarized the project to the group and participants introduced themselves. Kathy then led a discussion based on the following questions.

1. How many of you use the Porterville Library?

- 7 use the Library

- 1 person, recently arrived from Arizona, reported that she has used the Yuma Public Library but not yet has visited Porterville's Library.

2. Does anyone use another library as well?

- Several use the library at Sierra Hills, located on the second floor of the facility. Its collection is made up of donations.

3.   How do you get to the Porterville Library?

- Sierra Hills provides a shuttle bus to take residents places, including the library. Some participants drive their own cars (6).

- Comments were made about the SH shuttle – its schedule allows for about an hour of time at the library, which is not always adequate. Suggestion was made that the library initiate bookmobile service to bring books out to places like Sierra Hills.

- Participants commented on parking problems at the current library, as well. Only one disabled access parking space is located in front of building; otherwise, visitors must park at some distance from the entrance and cross a busy street to get into the building. This is often difficult for seniors.

- Otherwise, the location is good, in central Porterville. Just need to improve physical access.

4. What library services do you use? What improvements would you like to see?

- Improved handicapped access and better parking

- Schedule children's programming on the weekends, so working parents can bring their children

- Provide more publicity about library programming

- 2 participants use the large print book collection; 2 use the recorded books

- Want a soundproof area to avoid noise, to provide a quiet reading area. The comfortable seats are in the middle of the main public space, lots of traffic goes by, conversations.

- Bring the Friends of the Library book store into the library building. It operates remotely. Create a sorting and storage space at the library to support the book store.

- Provide listening and viewing stations so people can use the audio and video collections in the library.

- Reference books should be separated from circulating books (now, some are interfiled).

- Oversize books should be displayed.

- Collection should not be placed on highest or lowest shelves, which are difficult for seniors to reach.

- Participants read history, biography, Christian romance, new books, whatever looks interesting.

- Present plays that we can attend.

- Have a state-of-the-art meeting room; don't cut corners with the community room and restrooms.

- Design the building so that the meeting room can be used even when the library is closed – not like the current arrangement, where you have to travel through the building to get to the meeting room, including climbing the stairs. The stairs feel dangerous.

- Have a genealogy section (this from the person new to town – explained that the library has a local history room).

- A quiet reading room is important, as well as accessibility and shelving within easy reach.

- Provide a print magnifier

- 8 participants own their own computers. Most were unaware that they could search the library's online catalog using their own computers. Becky agreed to demonstrate how to do this on the Center's PCs, following the meeting.

5. What is the single most important service or feature you would like to see in a new library for Porterville?

- A separate children's room (3 votes)

- A space for teens

- An area for seniors

- Provide book appraisal assistance for old and valuable books

- Accessibility from top to bottom for everyone

- Bring the library to us = provide bookmobile service

- Availability of books to borrow, especially new books

6. Other comments

- The Lindsay Library is new and attractive – built with grant monies. Is there grant money available for this project (Answer = not at this time).

- Who is paying for this study? (Answer = the City of Porterville)

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APPENDIX A4

Porterville Library Needs Assessment

Porterville Chamber of Commerce Board of Directors Focus Group

7/23/09

Nine Board members participated in the session. Kathy Page facilitated the discussion and Vikki Cervantes recorded the comments.

Kathy explained the scope and purpose of the project and then asked the group for their thoughts and ideas on how a new, modern library could serve the needs of the business community. Comments included:

- Although the library does provide access to resources and data, with widespread availability of information online, businesses most likely will not send their employees to the library to obtain information. Rather, they will go online themselves. There are other ways, however, that the library can be helpful.

- The library appears to be somewhat "old school" because of online access. If the library can get more involved with the community, through outreach and community participation, this may change that perception.

- For me, if information is not on the Internet, it doesn't exist. The library can contribute by providing an educational function, by making people aware of issues and problems (rather than by providing answers itself).

- The library can help youth by providing a critical mass of materials that they need for their projects, so they perceive the library as a place that can fulfill their wants and needs.

- The library could emulate the "Barnes & Noble effect", providing comfortable space, well presented, in a place that is fun, where people want to come and be.

- It can also provide information on local history, local events, local resources – resources that no one else gathers

- It can provide a comfortable spot for people who travel from out of town – tourists who need Internet access

- An area to sell books, perhaps fill the need for a bookstore, which Porterville no longer has

- It can provide small business resources - research resources, business planning information, books on successful business, create network opportunities (recent study on Porterville business incubation refers to a "virtual incubator")

- Make available small conference rooms and other meeting room space

- Parking – the comments heard about poor parking are more a reflection of the public's reluctance to walk than to the lack of parking spaces downtown.

- One member suggested exploring joint ventures between the city and the school system, including the possibility of co-located facilities on school sites

- The group felt that the library should stay centrally located – best for the community

- Given the socioeconomic makeup of Porterville, the library should emphasize access to technology. Many residents do not have the resources to have their own computers or Internet access

Kathy asked the group what would make a new library truly successful:

- A great program of kids' activities

- Literacy-based reading and special events, as well as special programs for kids

- Emphasize use of the Internet

- Something for teens – book clubs, activities

- Joint programs between the newspaper and library that encourage adult literacy

APPENDIX A5

Porterville Library Needs Assessment

Porterville Elementary School Teacher and Parents Focus Group

7/23/09

Participants included 4 teachers who are also parents, 1 homeschool mother and 1 reporter from the *Porterville Recorder.* Kathy Page facilitated the discussion and Tony Arellano recorded. After she explained the scope and purpose of the project, Kathy asked the group several questions.

1. As parents and as teachers, what are the issues for children living in Porterville?

- Families in lower socioeconomic status don't have anywhere to go, lack of transportation, lack of funds

- Language barrier (often, parents are illiterate in their native language and in English)

- It's difficult for many parents, therefore, to help their children with their education

- There's a need to provide a learning environment for all ages, both adults and children

- Nothing to do in Porterville

- Actually, there's a lot for kids and younger kids to do, but not for adults

2. How many families homeschool in Porterville?

- More out there than we know, at least 8-10 families that I know (from homeschool mom)

- There's also significant homeschooling in Springville area, Three Rivers and the surrounding area, all surrounding Porterville.

3. Do homeschoolers use the Porterville Library?

- Some do, although much of this is under the radar. Some go to Visalia, since there are more resources there and bookstores

- Times are changing. There's more to learn, not much to do, youth go to Visalia or Lindsay, older students just want to get out of town (all particiapnts grew up in area, some stayed, some came back)

- This is a small community environment, affordable to live here; many can't afford to live in places like L.A.

4. How can the library help serve the residents of Porterville, given these conditions? As parents/teachers, what support would you like the library to provide for you and your children?

- The children's story time is great – many people enjoy it

- Cultural dances, Chinese, folkloric, different activities like the Fresno County Library offers – we go there to participate in those (from the homeschool mom).

- This town has a tendency to focus on Mexican, Native American activities – it would be good to also present other cultures' heritage (note: Eagle Mountain Casino sponsors many events, which leads to a lot of Native American focus)

5. What about the library's collections? Are they satisfactory now? What could be improved?

- Okay with what they have now

- More movies, kids love them

- Offer story time in the evening for working parents, even just once a month

6. What about school libraries, how can the public library complement them?

- Field trips to the library to promote summer reading

- The school has lots of resources for students

- Don't know how many classes use the public library

- More advertising to schools about programs, coordinate, monthly newsletter

- The city used to send stuff out through the city parks and leisure; still done? (Tony replied that this is still done)

- Heritage Center is a nice addition, not utilized enough. Several participants didn't know about it, thought it was only for school, not open to public

- Library needs to do more self promotion, bi-monthly, mark future events

- Library involved in community events, Porterville celebrates reading

- Parents accompany kids on tours and learn about the library

- Provide space in which groups like girl scout troops could meet - meeting place w/o charge, meeting rooms, kids volunteer

7. Do families and/or kids need for a place to study together?

- Yes, quiet rooms would be used

- Promotion easy to little kids and parents

- Programs, like story time, have grown like crazy

- The library is like a community center

8. How can the library help parents?

- Adult literacy program can help Hispanic parents learn English and then help their kids with their homework

- Family literacy

- Homework clubs, like the city/school Yes! Program, four hours after school homework and activities, snacks, homework with teachers, college-age employees do organized activities and homework list. Programs full, not enough room for all students, use like daycare but get help with homework.

- Library supplement, Yes! paid for by school in Porterville USD (free to parents and students), Burton has their own (pay), library can come up with a low-cost alternative

9. Are there latch key kids?

- Yes, think so

- The Boys and Girls Club helps care for these kids but it is not enough

- Springville has a kiosk where little ones can listen to stories and play educational games

10. What about middle school-age kids?

- This library does well for little ones and older ones but misses the in-between age.

- Middle school-age kids are into computers

11. Do the families that your school serves have computers/Internet access?

- Minimal, handful, access at school

- Library offers homework through online services

12. What do you think would be the one or two most important things for a new, modern library to include for children and families?

- Technology, computers, as much tutoring as funds allow, programs

- Cultural events, classes, once a month for little ones, middle school-age children, dancing, first aid, animals, something

- Ditto to above, plus technology and community activities, clubs, summer reading program, Tuesday painting

- Taking kids out of the classroom to educate, like the nutritional event at one school, learn outside, top administrators don't support

- Educational activities in the evening; would like to see book club, instead of summer reading program - something like a monthly program during the whole year, like book-it, earn pizza, trip to Magic Mountain, reading for enjoyment

- Technology fights reading, kids see parents on computers instead of reading, the library showing the kids that reading is fun, hangout, enjoy, the place to be

- Make it fun, so the kids want to be there

- Provide a kids space with a "café look," space designed just for them, especially the tweens who don't know where they fit in

- Technology, besides computers, active board in classrooms, interactive from teachers to students to get involved. Where are the new books?

- More new books, current books, times are changing

- Interactive board, smart board, a room designed for kids, durable, interactive, fun for kids to use, learning is fun, books are fun, computers can be fun

- Change the rules about food and beverages so library can be like Borders - you can get a drink, read a book.

- A special area, more people, library becomes the entertainment. A place during the day where parents can utilize the library and have space for kids to snack. Have a Jamba Juice or Starbucks inside; after story time snack place.

- Porterville needs educational, free entertainment, volunteers, meeting, entertainment feeling

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APPENDIX A6

Porterville Library Needs Assessment

Hispanic Community/Monte Vista Elementary School Parents Focus Group

7/23/09

20 participants, families from Monte Vista Elementary School and other members of the community.

Kathy Page asked the group several questions, Obdulia Guzman-Alvarado and Annamarie Olson translated and facilitated the discussion in Spanish.

1. How many of you use the library now?

- Approximately 2/3 of attendees currently use the library.

2. Which services do you use and what improvements would you like to see?

- Programs for children/story hour. Would like to have more such programs, so kids can express themselves.

- More Spanish language books to take home. I have used the same books over and over. Would like greater variety.

- Children's books on colors, letters, literature – kids check out both Spanish and English language books. Need more bilingual materials.

- More Spanish language books, movies, DVDs.

- Increase the number of items each person can check out at a time.

- Provide a drop-off slot on the outside of the building so we can return materials without having to come inside.

- Provide computer classes taught in Spanish.

- Have an area where snacks are sold and where families can sit to eat snacks.

- Wi-Fi access – and a place where people can use their own laptop computers.

- Need more comfortable chairs, especially for children's area.

- Provide comfy seating for parents and children to sit together.

3. How could the library better help students?

- Improved resources – more books

- Workshops to help parents learn how to help their children with their homework

- Help children with their literacy

4. Are there any new services you would be interested in?

- Workshops on photography, cooking, drawing, sign language

- Need introductory courses – small courses on different topics

- Offer child care, so parents are more able to participate.

- Services for teens? Laptops, Wi-Fi access, music

- (only one participant has any teenage children)

5. What would be the most important suggestion you would make as the new library is planned, if you had to choose one thing?

- More Spanish books

- More children's books, with illustrations

- Help children learn to read and write in Spanish and in English
  (discussion followed on parents' concerns about their children speaking English   at school and Spanish at home – there was a difference of opinion on this)

- Presentations from professional educators on how to help children learn proper Spanish and proper English.

- Provide an environment and programs that will help kids learn to treat everyone equally and not be racist in their thinking and actions.

- Get out the word to the community on library events and programs and services.

- Talk to parents of middle school students as well.

- Provide a game room (video games) for teens

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APPENDIX A7

Porterville Library Needs Assessment

City of Porterville City Administrators Focus Group

7/24/09

Kathy Page met with the Department Heads during a portion of their regular meeting with the City Manager. Kathy reviewed the work of the project to date then asked the group for their thoughts and perspectives on how a new, modern library facility could contribute to achieving the goals called out in the City's General Plan. Comments included the following:

- A library is a resource available during extended hours, beyond normal business hours, library can serve on weekends, business resources

- Can eliminate the education trend of increasing high school drop-outs/high school grads

Kathy asked if the economic downturn has altered the projected population noted in the General Plan. Brad Dunlap, Executive Director of the Redevelopment Agency, explained that the 2030 population called out in the General Plan is really a population capacity number rather than a population projection. In reality, using a 2.8% annual increase is probably best to project population. However, the needs assessment should stay in synch with the General Plan. Perhaps a range should be developed, using the 2.8% as the low end and the population capacity as the high end.

Kathy asked the group whether or not the General Plan's goal related to "creating regional attractions" applies to a new library building. Discussion followed on ways that an up-to-date library facility could serve the community in ways other than a strict provider of books. Ideas included:

- Community facility

- Classrooms

- Multimedia for meetings

- Entrepreneurial support (reference was made to a recent study of Porterville's capacity for and need for business incubator space – Brad Dunlap will send a copy to the consulting team

- A place for youth

- Counteracting negative perceptions of our community

- Technology focus/access to technology (e.g., Wi-Fi access for tourists, residents)

- Outdoor space

- Cultural awareness

- Classrooms that the college could use for external programs or performance space that the college could use for its dramatic arts program. The college is limited on classroom space, this might be a way for the college to get out into the community

Finally, Kathy asked the group for their ideas, as individual residents of Porterville, about what a library could or should offer. Comments included:

- Providing a comfortable atmosphere similar to the Barnes & Noble bookstore, in which people can browse, read and study with coffee and snacks available.

- The library should stay downtown and support the development of the Downtown Area.

- The programs for children and families need to continue. They are important to families in town.

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APPENDIX A8

Porterville Library Needs Assessment

Bartlett Middle School Focus Group

9/30/09

15 participants

1. What are the grade levels of the participants?

- 7th grade = 5

- 8th grade = 10

2. Where do you tend to go most often for information?

- Porterville Library

- Books

- Teachers

- Encyclopedias

- Internet access at home

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

- 10 students have access to the Internet at home.

4. If not, where do you go to get computer access?

- Porterville Library

- Friend's house

- Family member who has the Internet

5. What is your favorite place to study?

- Porterville Library

- Starbucks

- In the car

- In the back yard

- At home

- Outside on the roof

- On top of a tree

- At a friend's house

- Teacher' office

- Y.E.S. Program

6. Do you usually study on your own? Do you ever need to work with other students on projects? If so, how do you do that?

- Porterville Library

- School library

- Out on the field at school

- With friends at a designated house

7. What do you like to read?

- Youth and adult fiction

- Biographies

- Greek mythology

- Comic books

- Sports books and magazines

- 12 students like to read for fun

8. How many of you use the Porterville Library?

- 10 students use the library

9. If not, why not?

- No response

10. Does anyone visit any other library? Which ones?

- School library

- Visalia Library

- Porterville College Library

11. If you do use the Porterville Library, which services or parts of the library do you use?

- Checkout books

- Computers for My Space

- Gather information for homework

- Read books for fun

- Walk to the library to cool off

- Visit with friends

12. What do you like about the library?

- The tons of books

- The atmosphere looks good

- Computer access to My Space

- Sitting place to interact with other teens

- Library is cool and calm

- The reading incentives program

13. What about the library would you change?

- Get rid of the old book shelves and replace them with something more modern

- Homework tutor on site to help teens with homework

- Expand hours

- Have multiple copies of books

- Have a snack bar or café

- A blogging area

- More updated computers

- Separate room with artifacts like a museum

14. What would make the new library being planned a place that you would like to visit and use?

- Have an indoor skate park

- A display center with different subjects and have the books on display available for checkout

15. What sort of services and spaces should the library provide for teens?

- Expand the building

- Have a music room

- Indoor facility to play sports

- A theatre room

- A game room

- School for learning opportunities such as nursing

- Swimming pool and a spa

- An observatory room

- Transportation for teens

- Have teen volunteers to do some community work

- Paint murals

- Have a counselor on site for teens to go to for outreach help and support with problems at home or any other problems they maybe dealing with

- Outdoor recreation activities with food and music

- Have drawing contests for teens to compete and the winners get to put up their drawings throughout the library

- Have holiday parties and costume contests for the whole family

- Teens sometimes have to take care of their siblings so it would be nice to have a safe day care room for their siblings

- Book drop at the school sites

- Outdoor space to read

- Have the Porterville Library be known as a fun amusement place to visit

APPENDIX A9

Porterville Library Needs Assessment

Granite Hills High School Focus Group

10/1/09

27 participants

1. What are the grade levels of the participants?

- 10th grade = 3

- 11th grade = 8

- 12th grade = 19

2. Where do you tend to go most often for information?

- Porterville Library

- Books

- Friends

- Teachers

- Tutors

- Newspapers and magazines

- Family members

- Encyclopedias

- Internet

- Librarians

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

- 21 students have access to the Internet at home.

4. If not, where do you go to get computer access?

- Porterville Library

- School libraries

- Friend's house

- Family member

- Cell phones

5. What is your favorite place to study?

- Porterville Library

- In the car

- Laundry room

- Bathroom

- Outside

- At a friend's house

- Grandpa's office

6. Do you usually study on your own? Do you ever need to work with other students on projects? If so, how do you do that?

- Porterville Library

- Hangout spot like Starbucks or Jamba Juice

- 18 students study with friends in groups at the school library or at a designated house

7. What do you like to read?

- Fantasy

- Science Fiction

- Romance

- Vampires

- Sports

- Mysteries

- Anime Adventure

- Medieval

- Mythology

- Cat

- Foreign graphic novels

- English translated Japanese light novels

- Fable

- Horror

- Magazines: AP, Manga, Revolver, Television, Cover Girl, People, Vogue, Sports Illustrated, ESPN Sports, It's a Basketball

8. How many of you use the Porterville Library?

- 18 students use the library

9. If not, why not?

- Buy own books

- Too far to walk

- No transportation

- No space for teens only

- No time because of busy schedules

- Hours should be extended on the weekends

10. Does anyone visit any other library? Which ones?

- School library

11. If you do use the Porterville Library, which services or parts of the library do you use?

- Checkout books

- Computers

- My Space

- Gather information

- Read books for fun

- Walk to the library to cool off

- Visit with friends

12. What do you like about the library?

- Paperback book honor system
- Kids' area is colorful and fun
- DVDs
- Computer system for access to My Space

13. What about the library would you change?

- Have an art work and sculpture room
- Have a music room
- Have a theatre room
- Homework tutor on site to help teens with homework
- Expand hours on weekends

14. What would make the new library being planned a place that you would like to visit and use?

- 4 students requested a Photoshop computer program
- Math programs (algebra)
- Large windows for nice sunlight
- Lot of greenery and nice scenery
- More drinking fountains
- Library needs more color
- Full-sized basement open to people
- More exciting layout
- Amphitheatre with a good sound system
- Teen library who could interact with teens
- More rap music

15. What sort of services and spaces should the library provide for teens?

- Movie night once a month
- Plenty of bean bags to lounge and sit on
- Comfortable couch

- A separate music room with a TV showing music videos for teens where they can hangout and listen to music.

- A play area for young children where they can play and read books

- More Spanish books with culture and traditions

- Separate computer room where teens can work o homework assignments ad not have to wait to get on the computer

- A carrier center with books and information

- Downstairs bathrooms with big mirrors

- Tutoring center

16. Comments from teachers:

- Complimented the variety of magazines available at the library

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APPENDIX B
Porterville Library
Library Services Survey

The Library conducted a library services survey in July 2009 as one of several community input activities to supplement information gathering for the library needs assessment process. Printed survey forms were distributed at both library facilities and at other community locations. An online version of the survey was also made available on the Library website. There were 629 responses received. Respondents were relatively evenly distributed between on-site Library visitors, Porterville residents contacted off-site and online responses. The survey was distributed in both English and Spanish. While only 35 Spanish language responses were received, 33% of respondents overall (207 people) noted that they read and/or speak Spanish.

- 275 responses were received from people while they visited the Library
- 212 responses were received from people elsewhere in Porterville
- 142 responses were received online

Percentages are based on the total of survey responses rather than the total of responses to individual questions.

1.   Where do you usually get books and information? Please check all that apply.

459	The public library	73%
356	The Internet	57%
210	Newspapers or magazines	33%
178	A bookstore	28%
166	Ask family members or friends	26%
159	TV/radio	25%
155	Borrow from others	25%
82	Online shopping	13%

Other:

4	School	1%
4	Walmart	1%
3	Target	0%
2	Friends of the Library Book Store	0%
2	Second hand stores	0%
1	I always like to buy books in Mexico	0%
1	I have my library at home starting with the Bible	0%
1	PC	0%
1	Call the library directly	0%
1	CSUB Library	0%
1	Friends	0%
1	I do not read at all, unless at school!	0%
1	Kindle	0%
1	News	0%
1	Normally I would but right now I'm furnished with books from my family	0%
1	Porterville College Library	0%

1	Costco	0%
1	The Internet	0%
1	Thrift stores	0%
1	Porterville College	0%
1	Mom's house	0%

2. Do you use the Porterville Main Library (on Thurman Ave)?

495   Yes   79%
123   No   20%

3. Do you use the Santa Fe School/Slattery Branch Library (on Orange Ave)?

538   No   86%
57   Yes   9%

4. If so, how often?

Porterville Main

201   Once a week or more   32%
138   Every few weeks   22%
75   Every few months   12%
75   Once or twice a year   12%
62   Never   10%

Slattery Branch

175   Never   28%
20   Once or twice a year   3%
17   Once a week or more   3%
16   Every few weeks   3%
11   Every few months   2%

5. Do you use any other libraries?

459   No   73%
152   Yes   24%

6. If so, which other library or libraries do you use?

19	Lindsay	3%
17	Visalia	3%
16	School Libraries	3%
12	Porterville College Library	2%
12	Tulare (I assume this means Tulare City?)	2%
7	Strathmore Library	1%
6	Monache High School	1%
6	SJVLS, interlibrary loan, online	1%
5	Bakersfield	1%
4	Exeter	1%
4	Fresno	1%
4	Granite Hills High Library	1%
4	Porterville High School	1%
4	Springville	1%

2	CSUB Library	0%
2	Delano	0%
2	Hanford	0%
2	Merced	0%
2	Monte Vista School Library	0%
2	Three Rivers	0%
2	Tulare County	0%
1	A library in San Jose because I don't live here	0%
1	Beale - Kern County	0%
1	Branches in Utah	0%
1	Brigham Young University	0%
1	Burton Middle School	0%
1	C.O.S.	0%
1	Carl F. Smith Middle School	0%
1	Chapman University	0%
1	College libraries.	0%
1	Corcoran	0%
1	CSU Fresno	0%
1	McFarland Library	0%
1	Dinuba Library	0%
1	Eleanor Roosevelt Learning Center	0%
1	Kerman School	0%
1	L.A. Main Library	0%
1	Loyola University	0%
1	Madden Library (CSUF)	0%
1	My University library.	0%
1	Orange County - Dana Point	0%
1	PC Library	0%
1	Politi Library - Fresno	0%
1	Prunedale	0%
1	Richgrove School Library, where I work	0%
1	Riverside	0%
1	Salinas	0%
1	San Diego County - Escondido	0%
1	SCA	0%
1	Sierra Hills - house library	0%
1	St. Ames School Library	0%
1	Turner USD libraries	0%
1	Ventura County	0%
1	When out of town, if in the San Joaquin Valley, I use libraries in the system.	0%
1	Wherever I travel	0%
1	Yolo Country Library	0%

7. If you **DO** use the Porterville Library, which services do you use?

445	Check out books	71%
238	Check out movies (DVDs or videos)	38%
202	Read books, magazines or newspapers at the library	32%
197	Use computers for Internet access	31%
152	Work on school assignments or do research	24%

117	Check out music	19%
102	Check out audio books	16%
99	Attend events at the library (such as story time programs)	16%
84	Use library's online databases	13%
49	Attend computer classes	8%
32	Use online homework help	5%
26	Adult literacy tutoring	4%

Other:

2	Attend meetings
2	Children/Adult summer reading program
2	Pick up income tax information and forms
1	Attend other special programs
1	Audio books
1	Buy used books
1	Children's section
1	For tutoring
1	Friends
1	I use the online service to order books from other valley libraries
1	Purchase used books
1	Refer students to the library's literacy program
1	Request option not offered at this location
1	Story time
1	To socialize & to use the men's room & to get some water to drink & to get out of the sun & to meet friends & make new friends.

8. If you do **NOT** use the Porterville Library, why not?

78	Lack of time to use the library	12%
61	Parking is difficult	10%
41	Location is inconvenient	7%
27	Outstanding library fines	4%
19	Open hours are not convenient	3%

Other:

4	I utilize the Internet and search online
2	You need a book drop! Sometimes I need to drop off books when the library is closed
1	Always busy
1	Borrow from school
1	Don't have a lot of books I like to read
1	Don't know where it is
1	Don't live in Porterville
1	Few Modern Computer Science Books
1	Getting information from the internet is easier.
1	Have a child that needs to be entertained
1	Have not had a need to use the library
1	I do use the library when I am here
1	I do use the Library, but parking is hard to find.
1	I don't live in Porterville. I live in Lindsay
1	I don't read often
1	I don't read that much
1	I live in Lindsay

1	Lacking resources and books not available in Porterville branch. Needs a much bigger facility
1	Library fines are too high! But I still go to the library.
1	Live out of town
1	My account somehow got mixed with another account and, as a result, I almost paid for overdue fines that weren't mine.
1	Need more time on the computers
1	No reason to use it
1	None of the above.
1	Not open at hours when I have free time
1	Parking is a big problem
1	School library is closer
1	Used it every week when my children were small. Do not have a need for it now.
1	Would be nice if open until 9:00 p.m.
1	Would use library more if library was open more

9.   If you are **NOT** a Library user now, what services or features would bring you to the Library?

133	A café or coffee bar	21%
128	New books to check out	20%
112	More computers	18%
106	Places to sit, read or study	17%
105	Wireless access to the Internet for laptop computers	17%
97	New movies to check out	15%
87	Library events for children and families	14%
87	Homework help/tutoring	14%
80	Used books for sale	13%
70	Space for children and families	11%
68	Space for teens	11%
66	New music to check out	10%
65	Computer classes	10%
64	Library events for adults	10%
61	Library events for teens	10%
44	New audio books to check out	7%

Other:

5	Ping-pong tables
2	Authors - Book review and discussion
2	I am a library user. I find it difficult to only have 30 minutes at a time to use the computer. May I suggest that we have more computers to use and possibly use the computer for an hour so at least you can finish a job that you have started. Thank you!
2	Place for kids to have fun
	At least once a month, a family event in the evening so I can attend w/my kids
	Convenient electrical outlets for laptop computers
2	Could offer café adjacent to library similar to Barnes & Nobles/Brentano's type setup. I believe it would bring in more people to sit and chat with one another.
1	Help for earning a G.E.D.

1	I do use the library. The library needs a quiet room for reading and studying. It would be neat to have areas separated for each age group.
1	If I had young kids or was still in school
1	My children are grown
1	Onsite child care program
1	Place for small children to be supervised while I study
1	Rental for games
1	School of music for children and adults
1	Somewhere where they can help you figure out what books you might be into.

10.   What is your zip code?

459	93257	73%
24	93247	4%
21	93265	3%
16	93270	3%
13	93267	2%
8	93258	1%
5	93221	1%
4	93207	1%
3	93218	0%
2	93277	0%
2	93527	0%
2	95961	0%
1	66106	0%
1	60026	0%
1	93208	0%
1	93215	0%
1	93237	0%
1	93259	0%
1	93260	0%
1	93261	0%
1	93274	0%
1	93292	0%
1	93603	0%
1	93618	0%
1	93906	0%
1	95823	0%
56	Blank	9%

11.   What is your age group?

95	0 – 14 years	15%
97	15 – 19 years	15%
149	20 – 34 years	24%
156	35 – 54 years	25%
61	55 – 64 years	10%
63	65+ years	10%

12. Do you read books and magazines or watch DVDs in languages other than English? If so, which languages?   Please check the languages you are interested in.

207   Spanish   33%
12   Chinese   2%
4   Vietnamese   1%

Other:

17	French	3%
5	German	1%
3	Korean	0%
2	Filipino	0%
2	Hindi	0%
2	Italian	0%
2	Japanese	0%
1	ASL	0%
1	Cambodian	0%
1	English	0%
1	Gaelic	0%
1	Hmong	0%
1	Spanish	0%
1	Laotian	0%
2	Portuguese	0%
1	Swedish	0%
1	Tagalog	0%
1	Thai	0%
1	Ukrainian	0%

13. Would you like the library to offer **MORE** of any of the following materials?

263   Bestsellers   42%
226   DVDs   36%
184   Books on CD   29%
154   Music on CD   24%
142   Fiction books   23%
135   Children's books   21%
131   Homework help materials   21%
119   Test prep books   19%
117   Magazines and newspapers   19%
115   Career help books   18%
104   Nonfiction books   17%
100   Large print books   16%
91   Materials in Spanish   14%
77   Graphic novels/manga   12%

Other:

4	More computers
2	Autobiographies
2	More Biographies
2	Christian materials
1	Nothing else; the library is good
1	Advertise more events everywhere
1	All books in a series
1	Bestseller foreign/fiction/translated

1	Bilingual children's books (Spanish)
1	Biographies (more!)
1	Board books
1	Books by Joel and Victoria Osteen
1	Books on financial events like "Chain of Blame" and "Trillion Dollar Meltdown"
1	Books on language learning
1	Computer classes
1	Computer courses in Spanish
1	Cooking
1	Craft books
1	English grammar and pronunciation
1	Financial
1	First level books, easy readers for children
1	French language materials
1	Fun books
1	Games
1	Get at least 1 hour on the computers
1	Health
1	Homeschool materials
1	Internet use for laptops
1	Language books
1	Larger book selection
1	Mas libros sobre 'autoestima'
1	Math books
1	Medical/nursing books
1	More adventure books
1	More challenging adult fiction and nonfiction instead of just the light stuff (which I also read) such as Christian lit/chick lit or what the book rep is pushing. Examples of what I'd like to see driving more of the collection - NYTimes/LA Times bestsellers, books recommended by Independent booksellers, and a stronger section of famous CA authors' books like Steinbeck, etc.
1	More classics
1	More copies of popular books
1	More educational and cultural CDs
1	More Hardy Boy books
1	More magazines - the magazine selection used to be better
1	More Nancy Drew books
1	More 'Shonen Jump' Magazine
1	Movie soundtracks
1	Movies from "Sailor Moon"
1	Mp3 audio books.
1	Musical instruments
1	Nonfiction Books on CD
1	Nothing else; the library is good
1	Poetry books
1	Religion
1	Rosetta Stone in Spanish
1	Scientific books preferably on CDs
1	they have a great offering of books and books on cd/tape

1	Too difficult to respond in space given.
1	Travel
1	True classic children's books that haven't been watered down from the original
1	Twilight series
1	We need more recent best sellers
1	Wi-Fi
1	Would like Bible on CD format
1	Would like more materials to help prepare for tests

14.   Other comments:

Collection

Good library, but I mostly look for modern computer science stuff, which is rare throughout entire SJVLS
Great selection of audio books
I would like more books on every subject
Needs more SAT prep material
Really appreciates the labels on the audio books. More labels would be nice.
So many books are on tape which is almost obsolete; would be nice to have on CD
The waiting list to borrow the Twilight Saga is HUGE! Additional copies of bestsellers would be great!
Wish they would file the audio "books" in the same fashion as real books – current system is so frustrating it make me less likely to come as often.
Would like more award-winning books
Your audio books section has now been made so inconvenient to use that I have just made my first rental purchase online. That may be my future. This didn't have to happen. You have great systems to copy with Amazon.

Programs

A bilingual story hour once in a while would be beneficial to our community
Have worthwhile summer programs for children. More prizes for weekly reading confirmed by librarians and end of summer program. Worked well in Sparks, NV branch
I would like the library to offer video games
I would like to see more cultural type classes being offered
Library events for adults and retirees
More public enrichment and cultural events
Provide services for adults with learning problems (2)
Should have more events and more things for little kids to play with
Someone to help with homework would be nice (2)

Technology

Reserving time on the computers can be difficult; the computer program often reserves time for two people at the same time, etc.
The updated computer system is so much better. Thank you.
This town has outgrown the main library. Not enough computers
Wireless access to the internet for laptops requested

Hours

I'm so glad you are open on the weekend
Change Sat hours to open at 9:00 am
I would like the library to be open from 8:00 am to 7:00 pm
Love the extended hours
Stay open until 9:00 pm - or at least 8:30 pm
The hours are odd. I've gone to the library and it is always closed so I stopped going.

Building

A new library should be in an area where people can walk there within access of children without the internet at home. Keep the Thurman Ave. branch open!
Bigger and new library
Bigger library
Need more space to layout research materials from reference books/periodicals
Make the library bigger
The population is growing & we will need a bigger library to serve the Porterville community with plenty of parking spaces & have more handicap parking.
Quiet area for study
The Porterville Library is wonderful, but our current population has definitely outgrown its current location. I look forward to a new and exciting facility
We need a new library
The restrooms need to be renovated!!!
Install a book drop! (2)
Study rooms, comfortable reading area, beverage kiosk

Parking

Needs more parking (3)
The library is great but it definitely needs a bigger location with more parking.

Kudos

Love the library; it's awesome; keep up the good work (13)
Thank you for a great community service. (4)
Library does a great job. They need more room and new wiring. (3)
I love your library. It has truly saved my life. My grandchildren love story time as well.
Your library is a fantastic resource!
This is a very good library, it just needs to expand.
This is a nice place for me
The library rocks! I don't know what I would do without it
The library is one of my favorite places in Porterville
Thank you for opening your doors to our children. We love our library!
Keep on keeping on! The library is a cornerstone of our city!!
It's been great for when & what I have needed
It's a good library system
I'm pleased with the library we have.
I really enjoy the library. It is full of information and knowledge that I need to suceed in life. Thank you.
I have been coming to the library all my life. I love it
I appreciate you and use as often as possible

Great job! A boon to our community
Everything here is good. Please make a larger library
This is a great resource for the community and I'm always pleasantly surprised at how many other customers are there whenever I go. The staff is very pleasant and helpful. I'd like to see an after-hours book drop of some kind.
I love our library, the staff is the greatest. (7)
Everyone is very helpful and nice (2)
I love the service and smiles from the staff!
You are doing a great job keeping up with the needs of the citizens of Porterville.
Would like to say that the library has a great staff and thanks for an awesome story time that my son really enjoys.
The staff is very knowledgeable and helpful
The best thing about the Porterville Library is the head librarian Vikki Cervantes
Staff is always so friendly and helpful. Keep up the good work!
Staff are very congenial, knowledgeable, go out of their way to help customers.
Some librarians need improvement in customer service. No enthusiasm.
So far, you have better service and selection than other libraries in Tulare county
Really great people that have very good patience. I'm very happy at this library; it's my perfect escape.
Pleased with services
I am very satisfied - also appreciate the courteous service
Great library assistance, particularly "Tony" at Porterville
Good job; staff could be a bit more quiet
Excellent employees
Enjoyed library for years, friendly/helpful staff, looking forward to new library.
Always professional help provided
Without the Porterville Library, I could not afford to read!
You guys have one of the coolest libraries that I've been to. Keep it up and I bet that a lot of people will be rushing to come here. Thank you for letting me use the computers. The Santa Fe Library rocks and always will!!!!!
Wonderful place for students
We love to have you here!
We love story time!
Very pleasant
The library is a great resource of knowledge, please continue to offer more exciting opportunities for all ages.
Thank you
Library is wonderful. Billie is very helpful and easy to get along with. The rest of the staff are also friendly and helpful and also extremely patient with patrons who sometimes leave their flash drive in and they have logged out.
I have been using the library for over 50 years and find the service very helpful and friendly. If it was not available I would miss it.
I appreciate having the library available
Happy with the Porterville Library
Current library is a real asset to the community

Miscellaneous

Didn't know there was a library on Orange Avenue.
Extend the due dates for the books
Fun colors in the library

I believe the Public Library is a great asset for our community, it would be a shame to eliminate or shorten the hours of business.
I don't use the library as the fines are ridiculous and I have returned items and then been charged for them.
I don't use the library often, but appreciate the fact that it's always there when I need it.
I feel like the Porterville Library is very limited and bookstores are more welcoming than some of the people at the front counter
I found the library very useful when my children were small. We visited the library every week. Please continue, "Story Time" and all services for children and families.
I have a library at school and we can use the Internet for info
I live too far from it
I love reading and that there is a friendly environment to go to and get lost in reading.
I love reading!
I probably will not be able to use the library, but I would like Porterville to have a first class library.
I was not aware that recorded music was still available after you got rid of records and tapes! I really like the library but wish it was open longer and quieter at times.
I wish I had the time to visit the library more often. It is a great resource area when I have school projects.
Library is great place to go to. It gives our kid a heads up on reading.
Library patrons are not usually quiet, especially in the afternoon when the children get out of school.
More opportunities for jobs
It's a nice library
The hours are odd. I've gone to the library and it is always closed, so I stopped going.
The library could be more hospitable with more comfortable chairs for adults in the children's section. Puppets or other children's items made available. Books displayed with the covers out to entice young children. Adults would enjoy the option to get a coffee or snack nearby. Thanks for all you do. Hope things continue to improve.
When I visit, I enjoy your library
Survey was an excellent idea
Why do we have to take this survey and does our opinion really matter!!!!
Would like to see all used books priced at $1 with a money box for collection based on the trust system thus leaving librarians equal time to deal with patrons.

APPENDIX C

PORTERVILLE COMMUNITY SNAPSHOT

Total Population

Year	Porterville
2000[1]	40,025
2006[2]	45,220
2009[3]	52,056
2030[4]	90,400

Sources: [1]U.S. Census 2000
[2]Porterville General Plan
[3]State Dept. of Finance, 1/1/09 estimate
[4]Porterville General Plan, growth based on 2.8% annual increase

Population by Age: 2005-2007

Age Group	Porterville	Tulare Co.	California
0 - 4	**4,126**	**39,243**	**2,630,827**
	8.2%	*9.5%*	*7.3%*
5 - 9	**4,711**	**35,181**	**2,471,647**
	9.4%	*8.5%*	*6.8%*
10 - 14	**4,913**	**36,076**	**2,661,180**
	9.8%	*8.7%*	*7.3%*
15 - 19	**4,501**	**35,954**	**2,722,939**
	9.0%	*8.7%*	*7.5%*
20 -24	**3,469**	**32,556**	**2,696,958**
	6.9%	*7.9%*	*7.4%*
25 - 34	**7,422**	**61,535**	**5,207,638**
	14.8%	*14.9%*	*14.4%*
35 - 44	**6,968**	**52,828**	**5,487,695**
	13.9%	*12.8%*	*15.1%*
45 - 54	**5,981**	**48,137**	**5,019,760**
	11.9%	*11.6%*	*13.8%*
55 - 59	**2,026**	**18,167**	**1,970,226**
	4.0%	*4.4%*	*5.4%*
60 - 64	**1,740**	**15,213**	**1,467,671**
	3.5%	*3.7%*	*4.0%*
65 - 74	**2,030**	**20,000**	**2,004,717**
	4.1%	*4.8%*	*5.5%*
75 - 84	**1,508**	**13,549**	**1,399,697**
	3.0%	*3.3%*	*3.9%*
85+	**700**	**5,314**	**523,512**
	1.4%	*1.3%*	*1.4%*
Median Age	28.7 years	28.8 years	34.5 years

Source: U.S. Census Bureau, American Community Survey 2005-2007 Estimate

Percent of Population by Age: 2005-2007

Age Group	% of Population Porterville	% of Population Tulare Co.	% of Population California
0 - 19	36.4%	35.4%	28.9%
20 - 24	6.9%	7.9%	7.4%
25 - 44	28.7%	27.7%	29.5%
45 - 64	19.4%	19.7%	23.2%
65+	8.5%	9.4%	10.8%

Source: U.S. Census Bureau, American Community Survey 2005-2007 Estimate

Ethnicity: 2007 Estimate

Ethnicity	Porterville	Tulare Co.	California
White	**16,649**	**153,916**	**15,816,790**
	42.0%	*41.8%*	*46.7%*
Hispanic	**19,589**	**186,846**	**10,966,556**
	49.4%	*50.8%*	*32.4%*
Black or African American	**406**	**5,122**	**2,181,926**
	1.0%	*1.4%*	*6.4%*
Am Indian & Alaska Native	**378**	**3,011**	**178,984**
	1.0%	*0.8%*	*0.5%*
Asian	**1,761**	**11,457**	**3,648,860**
	4.4%	*3.1%*	*10.8%*
Native Hawaiian & other Pacific Islander	**28**	**257**	**103,736**
	0.1%	*0.1%*	*0.3%*
Some other race	**24**	**444**	**71,681**
	0.1%	*0.1%*	*0.2%*
Two or more races	**780**	**6,968**	**903,115**
	2.0%	*1.9%*	*2.7%*

Source: California Department of Finance Demographic Research Unit/2000 US Census

Language Spoken at Home: 2005-06

Language	Porterville	Tulare Co.
English	**41,416**	**291,803**
	80%	*68%*
Spanish	**9,543**	**131,665**
	19%	*31%*
Hmong	**101**	**607**
	0%	*0%*
Lao	**98**	**232**
	0%	*0%*
Portuguese	**0**	**181**
	0%	*0%*
Ilocano	**22**	**476**
	0%	*0%*
Filipino	**42**	**420**
	0%	*0%*
Other	**244**	**3,621**
	0%	*1%*

Source: Tulare County Child Care Planning Council, Child Care in Tulare County, 2008

Population by Education Level for persons 25+: 2005-2007

Education	Porterville	Tulare Co.	California
Population 25 years and over	**28,375**	**234,743**	**23,080,916**
	100%	*100%*	*100%*
Less than 9th grade	**5,788**	**49,097**	**2,451,303**
	20.4%	*20.9%*	*10.6%*
9th to 12th grade (no diploma)	**3,874**	**29,599**	**2,173,741**
	13.7%	*12.6%*	*9.4%*
High school graduate/GED	**7,548**	**61,153**	**5,288,363**
	26.6%	*26.1%*	*22.9%*
Some college, no degree	**6,459**	**48,822**	**4,698,527**
	22.8%	*20.8%*	*20.4%*
Associate degree	**1,932**	**17,114**	**1,757,763**
	6.8%	*7.3%*	*7.6%*
Bachelor's degree	**1,985**	**20,118**	**4,315,630**
	7.0%	*8.6%*	*18.7%*
Graduate or professional degree	**789**	**8,840**	**2,395,589**
	2.8%	*3.8%*	*10.4%*

Source: U.S. Census Bureau, American Community Survey 2005-2007 Estimate

High School and College Graduates: 2005-2007

	Porterville	Tulare Co.	California
% high school graduate or higher	65.9%	66.5%	80.0%
% bachelor's degree or higher	9.8%	12.3%	29.1%

Source: U.S. Census Bureau, American Community Survey 2005-2007 Estimate

Commuting to Work: 2005-2007

	Porterville
Workers 16 years and over	**17,174**
	100%
Car, truck, or van - drove alone	**11,977**
	69.7%
Car, truck, or van - carpooled	**3,654**
	21.3%
Public transportation (including taxicab)	**130**
	0.8%
Walked	**143**
	0.8%
Other means	**876**
	5.1%
Worked at home	**394**
	2.3%
Mean travel time to work (minutes)	**21.8**

Source: U.S. Census Bureau, American Community Survey 2005-2007 Estimate

Households: 2005-2007

	Porterville
Total # of households	**15,151**
	100%
Total # of people in households	**48,313**
	100%
Total # of family households	**11,735**
	77.5%
Total # of family hhs w/children under 18	**7,016**
	46.3%

Source: U.S. Census Bureau, American Community Survey 2005-2007 Estimate

Occupied Housing Units: 2005-2007

	Porterville
Total occupied housing units	**15,151**
	100%
Owner-occupied housing units	**8,600**
	56.8%
Renter-occupied housing units	**6,551**
	43.2%

Source: U.S. Census Bureau, American Community Survey 2005-2007 Estimate

Average Household Size: 2005-2007

Porterville	Tulare Co.	California
3.19	3.35	2.92

Source: U.S. Census Bureau, American Community Survey 2005-2007 Estimate

Median Family Income

Year	Porterville	Tulare Co.
1999	$33,359	$36,397
2003 est	$35,935	$39,100
2006 est	$40,163	$43,700

Source: Tulare County Child Care Planning Council, Child Care in Tulare County, 2008

Per Capita Income

Year	Porterville	Tulare Co.
1999	$12,684	$18,695
2003 est	$13,487	$20,166
2006 est	$14,563	$23,153

Source: Tulare County Child Care Planning Council, Child Care in Tulare County, 2008

Children in Poverty: 2007 Estimate

Age	Porterville	Tulare Co.
5 and under	2,125	16,508
6 - 11	1,861	17,241
12 - 17	1,981	15,225
Total	5,967	48,974
Percentage	34%	34%

Source: Tulare County Child Care Planning Council, <u>Child Care in Tulare County</u>, 2008

Poverty/Low Income Indicators
Children Grades K-6 in Tulare County Schools: 2005-06

	Porterville	Tulare Co.
Total Enrollment 2005-06	**18,337**	**90,142**
	100%	*100%*
Compensatory Education (CALWorks Payments)	**15,691**	**73,154**
	86%	*81%*
Free/Reduced Lunch	**14,374**	**63,908**
	78%	*71%*

Source: Tulare County Child Care Planning Council, <u>Child Care in Tulare County</u>, 2008

Ethnic Diversity of Students in Tulare County Schools: 2007

Ethnicity	Porterville	Tulare Co.
White	**4,551**	**21,648**
	25%	*23%*
Hispanic	**11,560**	**64,572**
	63%	*69%*
Black	**120**	**1,749**
	1%	*2%*
Native American	**302**	***998***
	2%	*1%*
Asian/Islander	**388**	**2,230**
	2%	*2%*
Other	**1,366**	**2,776**
	7%	*3%*

Source: Tulare County Child Care Planning Council, <u>Child Care in Tulare County</u>, 2008

Public and Private School Enrollment: 2008-09

School	Enrollment	Total
Public Schools		
Elementary Schools		
Alta Vista Elementary	500	
Belleview Elementary*	415	
Burton Elementary	596	
Hope Elementary	140	
John J. Doyle Elementary*	686	
Los Robles Elementary*	459	
Monte Vista Elementary*	520	
Oak Grove Elementary	489	
Olive Street Elementary*	680	
Roche Elementary*	382	
Santa Fe Elementary*	665	
Summit Charter Academy	773	
Vandalia Elementary*	730	
William R. Buckley Elementary	552	
West Putnam Elementary*	514	
Westfield Elementary*	646	
		8,747
Middle Schools		
Bartlett Middle*	488	
Burton Middle	621	
Jim Maples Academy	619	
Pioneer Middle*	490	
Sequoia Middle*	529	
		2,747
High Schools		
Butterfield Charter High*	257	
Citrus High*	244	
Granite Hills High*	1,260	
Harmony Magnet Academy*	147	
La Sierra High	368	
Monache High*	1,938	
Porterville High*	1,798	
Strathmore High*	383	
Vine Street Community Day*	38	
		6,433
Prospect Education Center (K-12)*	123	
		123
Total Public Schools		18,050
Private Schools		
Landmark Christian Academy (K-6)	21	
St. Anne (K-8)*	221	
Total Private Schools		242
Total Public and Private Schools		18,292

Source: California Department of Education, 2008-09
 *Porterville Unified School District

Porterville Unified School District
English Language Learners by Language: 2007-08

Rank/Language/Name	Total	% of Total
1 Spanish	2,687	97.3
2 All other non-English language	12	0.4
3 Lao	11	0.4
4 Hmong	9	0.3
5 Arabic	9	0.3
6 Filipino (Pilipino or Tagalog)	7	0.3
7 Ilocano	5	0.2
8 Marshallese	5	0.2
9 Mandarin (Putonghua)	4	0.1
10 Russian	3	0.1
11 Urdu	3	0.1
12 Punjabi	2	0.1
13 Vietnamese	1	0
14 Thai	1	0
15 Hindi	1	0
16 Cantonese	1	0
17 Khmer (Cambodian)	0	0
18 Samoan	0	0
EL Totals	2,761	100
% of Total	100	

Source: California Department of Education, 2007-08

Porterville Unified School District
Number of Fluent-English-Proficient (FEP) by Language: 2007-08

Rank/Language/Name	Total	% of Total
1 Spanish	3,887	94.1
2 Lao	58	1.4
3 Hmong	55	1.3
4 Filipino (Pilipino or Tagalog)	31	0.8
5 Ilocano	27	0.7
6 Arabic	19	0.5
7 Punjabi	19	0.5
8 Urdu	10	0.2
9 All other non-English language	9	0.2
10 Hindi	4	0.1
11 Khmer (Cambodian)	3	0.1
12 Vietnamese	3	0.1
13 Thai	1	0
14 Samoan	1	0
15 Mandarin (Putonghua)	1	0
16 Marshallese	1	0
17 Cantonese	1	0
18 Russian	0	0
FEP Totals	4,130	100
% of Total	100	

Source: California Department of Education, 2007-08

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APPENDIX D

PORTERVILLE PUBLIC LIBRARY SNAPSHOT
(Sources: State Library Report FY2007/08 and Porterville PL)

Library Borrowers 2008/09	Main Library	M J Slattery Children's Library	Total
Total Registered	20,553	1,138	21,691
#of Residents			52,056
% of Residents			42%
% of Total	95%	5%	

Library Hours 2008/09	Main Library	M J Slattery Children's Library
Open Per Week	56	12
Evenings	4 evenings	0 evenings
Weekend	Saturday 8 hrs	Saturday 0 hrs

Circulation and Visitors 2008/09	Main	M J Slattery Children's Library	Total
Circulation	241,561	29,776	271,337
Circ per capita			5.2
Walk-In Visitors	187,757	8,688	196,445
Annual Visits per capita			3.8

Reference Transactions 2007/08	Total
Reference Transactions	32,708
Reference Transactions per capita	0.63

Youth Services 2007/08	Total
Population, age 0-14	14,886
Borrowers, age 0-14	4,516
Materials	29,968 items
Items per capita	2.01
Material Expenditures	$20,000
Circulation	73,784
Circulation per capita	4.96

Library Programs 2007/08	Total
Programs for Children	283
Attendance at Children's Programs	10,726
Program for Teens	0
Attendance at Teen Programs	0
Programs for Adults	14
Attendance at Adult Programs	98
Total Programs	297
Total Attendance	10,824

Library Collection June 30, 2009	Main	M J Slattery Children's Library[1]	Total
Adult Books	53,053	0	53,053
Youth Books	25,899	2,842	28,741
Adult + Youth Media	10,335	200	10,535
Periodical Subscriptions	98	0	98
Total	89,287	3,042	92,329

[1] M.J. Slattery collection reflects City-owned materials only and contains youth books and media only; number for media is estimated. The branch also houses 9,778 items owned by the Santa Fe School.

Technology Services Provided 2008/09	Main	M J Slattery Children's Library	Total
Public Computer Workstations	22	9	31
Computer Users			49,426
Virtual Visits to Library Website			9,549
Wireless Access	No	No	No
Online Database Subscriptions			4
Online Database Searches			NA
Computers per thousand residents			0.6

Resources 2008/09	Total
Total Operating Budget	$1,002,922
Expenditure per capita	$19.27

Staffing 2008/09	Main	M J Slattery Children's Library	Total
FTE	11.8	0.7	12.5
Number of People	15	1	15
FTE per capita			

Other Services

- HelpNOW! – online homework assistance
- Computer Seminars January – October (various topics)
- *COMING SOON!* Early Literacy Bilingual PCs – (4 @ Main Library, 2 @ MJSCL)
- Library website: www.portervillelibrary.org
- Online databases
  - Ancestry Library Edition
  - InfoTrac OneFile
  - LearningExpress
  - NewsBank
- Story times for children of all ages throughout each month
- Read to Succeed – Adult Literacy Program
- Senior Health Fair – to start 2009/10
- Financial Literacy Month – to start 2009/10
- Spanish Language Story Time @ MJSCL – to start 2009/10
- ESL Conversation Circle – Adult Literacy Program
- English Language & Literacy Intensive Program (ELLI)[2]
- Volunteer opportunities
  - Read to Succeed – Adult Literacy Program
  - Retired Adults - shelve books & process materials
  - Summer Reading volunteers – adult & young adults

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[2] Limited to Santa Fe Elementary School Students.

Community Vision

Community Needs

Needs
Assessment
Report

Current
Process

Community
Needs the Library
Can Address

Verification of
Need/Roles
--interviews,
focus groups,
surveys

Library Service
Responses
(Roles)
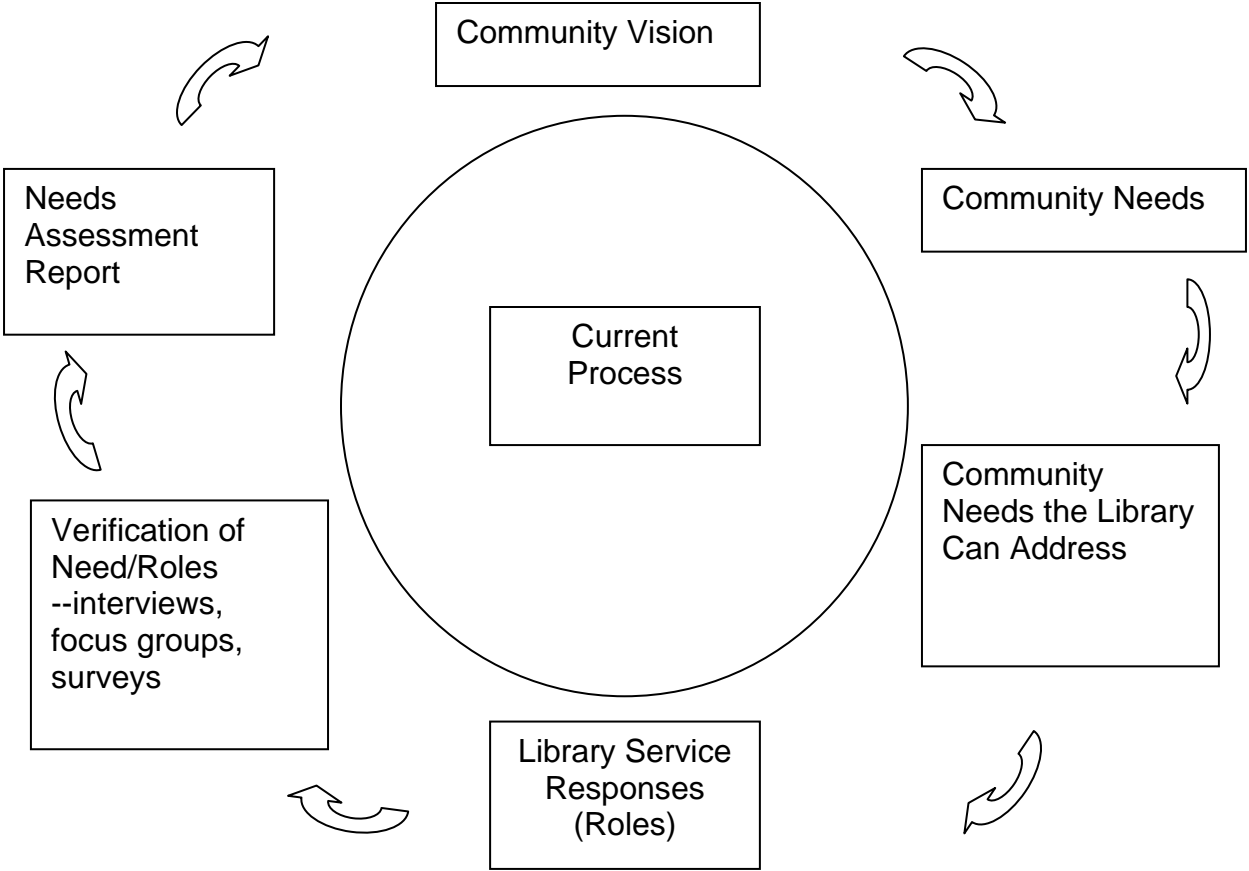
City of Porterville: Library Facility Planning Committe
Visioning Exercise Table, June 8 2009

WHO	*BENEFIT AND RESULT*
Teens	Have enjoyable learning and recreational opportunities, free of gangs, criminal exposure, and intimidation (need: alternatives to gang and drug involvement)
Youth and young adults thru their mid-twenties	Have opportunities to explore, understand, and choose alternative career paths and work life options
Youth	Are involved in service opportunities in the community
Youth	Have social skills and numeracy skills to interact successfully in the community
Seniors	Are involved and contribute in a variety of ways in community building and community service
Seniors	Will be able to go out into the community and return home safely, for example, SCORE program (need: for example: reliable transportation)
Homeless	Will have homes and creature comforts
7 & 8 year olds Latch-key	Will have language skills appropriate for their age (need: for example, educational activities while on school break) Will be safe Will have easy access to cultural experiences and the surrounding geophysical wonders to stimulate their sense of wonder and enrich their lives
Newcomers	Will feel welcome, like Porterville, and participate in its community life
Learners of all ages	Will have opportunities to access a bachelor's degree locally while working and raising a family (this will enhance the quality of life and economic vitality of the community)
Residents of annexed properties	Will have adequate water, sewer, sidewalks, and other infrastructure
Community at large	Will feel safe in the community
Adults in the community at large	Will have access to cultural events and resources in this community (need: for example, to grow the arts)
School dropouts	Will be fewer and will have opportunities to obtain their GED and access higher education locally
Marginalized youth	Will be empowered to break the downward spiraling cycle
Marginalized mentally, developmentally, physically disabled in group homes	Will be included in and will participate actively in the life of the community
Farm laborers And migrant workers as parents	Will have the resources they need to improve the quality of life for themselves and their children and will access those services
Consumers	Access locally to a wide variety of quality goods and services that saves them travel time and money
Wage earners	Will make a living wage Will be actively engaged in the life of the community
Undocumented youth	Will be able to realize their dreams in this community
Gang members	Will have healthy alternatives that make gang life lose its attraction

COMMITTEE ANALYSIS OF COMMUNITY STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS IN RELATIONSHIP TO THE COMMUNITY VISION	
Strengths Youth focus in the community (lots of resources are allocated to youth and community spends a lot of energy on youth.) Close sense of community: cohesiveness Community events and planned activities, strong community spirit Good networking because people know each other Strong church and family units Government is accessible Good work ethic in the community Citizens unit behind projects Families turn out and get involved Lots of community involvement and participation Some large employers are an asset and involved community partners	Opportunities Lake Success 2010 Census is an opportunity to get our population count right Central location in the state between LA and SF bay area Stable housing prices Cheaper to live here Youthful community: lots of energy to be harnessed Economic downturn forces all to take stock/refresh priorities Room to grow Technology to offer virtual access to things that have been difficult to attain: education, possibly jobs (telecommute) Widening Highway 65 would attract jobs, strengthen the economy The Sequoia National Forest: we are the headquarters: tourism, training venue for fire suppression, e.g. Magnet for visitors and businesses to serve worldwide visitors.
Weaknesses/Challenges Our local economy: esp. low wages and Loss of retail The large number of youth places high demand on resources Tendency to expect government to solve our problems Economic and social gap within the community Some residents get involved while others do not (e.g. Hispanic population involved in Cinco de Mayo but not Barn Theater productions) This may be a function of cost vs. resources and lack of understanding among some segments that some resources are for them. Popular culture is creating isolation and lack of engagement in community activities Lack of adult activities, e.g. sports, arts and crafts Preparing students for the workforce tends to lead them away from the community because we don't have jobs for them We don't promote our city to its fullest advantage (e.g. it's cheaper to live here than elsewhere in the central valley.	Threats Economic competition from other communities other cities are marketing themselves better Bad air No retail Major transportation routes bypass our town or are inadequate The economic downturn Educated kids leave town for better opportunities 2010 Census could hurt us if undercounted Lack of available water supply for agriculture and agri-business

APPENDIX H
COMMUNITY NEEDS AND ROLE OF THE LIBRARY

COMMUNITY NEEDS	COMMUNITY NEEDS THE LIBRARY CAN ADDRESS (Directly and/or as a partner)
More 4-year degree opportunities	Yes; Partner
Vocational training in town	Yes; Partner
Retail, retail, retail = $$ available	
Local shopping options	
More livable wage options	
Improved transportation access, within the region, both public and private	
Need roads improved, both into the city and out	
Highway 65 needs to be 4-lane all the way to Bakersfield	
Cultural activities and a place to stage them	Yes, primary and partner
Better community appreciation and usage and leveraging of our adjacent natural resources, including the Sequoia National Park, Lake Success	Yes, partner
Literacy structure, from early childhood through adult functional literacy: needs a systematic approach	Yes, primary and partner
Workforce Development (partner with the business community for internships, mentoring)	Yes, primary and partner
People need to feel safe in town	Yes, primary and partner
Promote the City	Yes, primary and partner
Technology access to all	Yes, primary and partner
Youth need to know they have options and the family needs to support enthusiastically youths' options to improve the quality of their lives.	Yes, primary and partner
Healthy alternatives to gangs and drug involvement	Yes, primary and partner

Service Roles of a Future Porterville Public Library

(12) Learn to Read and Write
(11) Early Literacy: Create Young Readers
(9) Satisfy Curiosity: Life-long Learning
(8) Visit a Comfortable Place (physical and virtual)
(7) Connect to the Online World

Projects	Service Responses – Technological Implications					
	Infrastructure Projects	Adult, Teen and Family Literacy	Early Literacy	Lifelong Learning	Visit a Comfortable Place	Connect to the Online World
RFID and Automated Materials Handling	X					
Digitization of Special Collections		X	X	X		
Alternate Content Delivery Systems	X	X	X	X	X	
Media Download Facilities	X	X	X	X	X	
Next-Generation Library Catalog System	X	X	X	X	X	X
Conferencing and Collaboration Technologies				X	X	
Information and Circulation Kiosks and Portable Guides	X	X	X	X	X	X
Game and Exploration Systems		X	X			X

APPENDIX J

FUTURE PORTERVILLE
PUBLIC LIBRARY: A SCENARIO

Note: This scenario is not a description of the future Porterville public library. It is a composite of many ideas that came forth in the needs assessment process, synthesized into a verbal snapshot in time. It is written to give library planners and residents a point of focus because people have vastly different ideas of a public library based on their experience.

The library needs assessment is for a future library in 5, 10, or 20 years. Library leaders will be planning the library at a time when technology is changing the world and the expectations of younger generations. Library planners can use this scenario as a tool for dialog and thereby come closer to a common vision for a future library that city officials, residents, and funders can get behind.

Imagine approaching the new Porterville Public Library for the first time. It is the centerpiece of a cluster of facilities in the new cultural area of downtown. The library is an eye-catching, pleasing building, bustling with people entering and exiting as well as enjoying the exterior promenade, meeting friends and greeting neighbors. The façade, the entry way, and the vestibule are inviting. Adjoining the street and the building entrance is a cyber café and store jointly sponsored by the Friends of the Library and Friends of the cultural center. A private pay-for-service child day care center is an anchor tenant near the library. The building complex includes an amphitheater and an art museum and gallery. There are several restaurants and cafes and shops in the vicinity and lots of pedestrian traffic.

A greeter in the spacious vestibule speaks in Spanish to a family visiting the library for the first time. There is a big screen display that orients you to the areas and services of the library. A changing visual and performing arts exhibit adorns the other walls of the vestibule. Adjoining the vestibule the community meeting room is hosting a regional economic development summit. Opposite the community meeting room is a large multipurpose room where a regional firefighters' seminar is underway. The visual and audible schedule for the rooms includes many events related to the programs the library offers directly and through partnerships with the community college, the visual and performing arts community, the neighborhood associations, and other local and regional partners. Following the seminar, the room will host a family read-in. Tomorrow's schedule ends with a teen reading club party and sleep-over.

The community meeting room, multipurpose room, and small conference rooms throughout the library feature collaborative technologies. Live video feeds allow dispersed groups to meet face to face; discussions are automatically transcribed and emailed to the participants; large screens show shared notes, diagrams, and checklists, updated in real time even when participants are far flung. Participants collaborate in cyberspace to create content with co-creators globally. Audio and video capture and edition stations draw a wide spectrum of creative people who want to create content for personal as well as commercial use. A mini-theater in the adjoining Visual and Performing Arts Center provides an additional space for small groups to view their productions.

As you leave the vestibule and enter the library proper you see attractive displays of the latest popular books and other merchandise. The line of sight and signage make finding one's way around intuitive. You notice as you walk through the library that staff and volunteers unobtrusively answer questions and help customers find and use the services, collections, and technology.

 Many people are in the library and while it is busy, it seems calm and quiet. There are no long lines because people are able to check in and check out materials instantly. A greeter is helping a woman download multimedia materials to her personal device while explaining that she can also do this whether she is in the library or not. People are able to navigate the spaces easily, help themselves in many ways, including retrieving their own holds, checking out their materials, booking their computer sessions and classes.

You pass the lively children's area where at the moment the children's theater is the center of attention for many children and their parents. The area has lots of book and media items to browse and computers sized for kids. Several kids and their parents are engaged in the exploration area where "augmented reality" and immersion technologies allow children to build virtual skyscrapers, dissect microscopic organisms, explore other solar systems or travel to other countries. Others are reading quietly together in the family area. Some parents are in the group tutoring room with a family reading coach.

A contemplative space with "living room" seating and outward facing displays draws you in. Wall size digital images tell a story of historical Porterville. The images are from the Porterville Community Archive a digitized and fully searchable collection that the community has created under the leadership of the library. It contains images, sounds, tastes, and smells along with oral stories told by the residents. Some visitors are watching the images while others are reading books or are listening through headsets to music, lectures, videos, and audible books through wireless connections. A space for the practice of tai chi and yoga is fashioned into the adjoining exterior courtyard.

As you continue your visit you see several small conference rooms are in use. People are involved in group tutoring, seminars, and collaborative work sessions.

You see many teens in the library. They are in the "teen space" but also in the small conference rooms and in the technology center. The technology center helps the community use the popular technology of the day. Teens are working throughout the library, demonstrating technology to seniors and tutoring younger children with technology use, reading, and school studies. The library operates the volunteer "Teen Corps" which is active in tutoring and helping people use the technology, both in the library and in the neighborhoods. Teen Corps helps teens gain work skills and experience and is recognized by the school districts. The Library Foundation and the Chamber of Commerce and business service clubs sponsors a paid teen intern work program as well.

Contrary to futurist thinking, books and media in the library are plentiful and interesting as are the self-published creations of individuals and groups. People are using the latest technology to read and view and otherwise "experience" content in the library. They are transferring content from the library's website to book "readers" and contemporary personal devices that have replaced today's computers and hand-held devices.

People are finding a great deal of their own information online but searching has become very complex, requiring expert searches. The Search Command Center is where expert search staff collaborates with the client to define the information need and expertly navigate information sources to locate the needed information.   Search stations throughout the building and neighborhoods are the main nodes of the Search Command Center   The Search Command Center is accessible from any wireless device at any time, day or night.

You want to stay but you have an appointment across town. You walk to the passenger pick-up area in front of the building. The parking lot is nearly full, there are so many people using the cultural complex. There is bicycle parking and a bus station nearby as well as lots of pedestrian traffic.

APPENDIX K. PORTERVILLE LIBRARY FACILITY PLANNING COMMITTEE							
Meeting Dates	**Committee Members**	**Meeting Dates**	**Committee Members**				
6/8/09	Jim Perrine	9/24/09	Lorie Barker				
	Vikki Cervantes		Pat Beck				
	Lorie Barker		Rebecca Carley				
	Thomas Calloway		Thomas Calloway				
	Jamie Hunt		Carol Calloway				
	Mary Leavitt		Jamie Hunt				
	Catherine May		Mary Leavitt				
	Brian Ward		James Tank				
	Joe Moreno		Betty Webb				
	Sharon Patterson		Gilbert Ynigues				
	Rebecca Jauregui		Joe Moreno				
	Sandi Farnsworth		Sharon Patterson				
	John Lollis		Jim Perrine				
	Lupe Diaz		Vikki Cervantes				
14			Sandi Farnsworth				
			Lupe Diaz				
		16					
7/23/09	Lori Barker	10/22/2009	Pat Beck				
	Pat Beck		Thomas Calloway				
	Jamie Hunt		Carol Calloway				
	Mary Leavitt		Jamie Hunt				
	Catherine May		Catherine May				
	James Tank		James Tank				
	Betty Webb		Betty Webb				
	Gilbert Ynigues		Gilbert Ynigues				
	Brian Ward		Brian Ward				
	Joe Moreno		Joe Moreno				
	Sharon Patterson		Vikki Cervantes				
	Jim Perrine		Rebecca Jauregui				
	Vikki Cervantes		Sandi Farnsworth				
	Rebecca Jauregui		John Lollis				
	Sandi Farnsworth		Lupe Diaz				
	Lupe Diaz		Gary Day				
16		16					

APPENDIX L

SERVICE RESPONSES: A STRUCTURE FOR THINKING ABOUT FUTURE LIBRARY SERVICE ROLES

Be an Informed Citizen: Local, National, and World Affairs

Residents will have the information they need to support and promote democracy; fulfill their civic responsibilities at the local, state, and national levels; and fully participate in community decision-making.

Typical Target Audiences
- adults
- teens
- new voters

Typical Services and Programs in Libraries That Select This As a Priority
- Provide information on issues of public policy.
- Convene meetings to provide an opportunity for people to discuss community issues.
- Convene meetings to provide an opportunity for people to discuss national and international issues.
- Develop and maintain a Web page with links to local, state, and federal information resources.
- Host regularly scheduled open discussions with elected officials (local, state, and federal), and make the discussions available as podcasts or downloadable digital videos.
- Provide paper and electronic copies of local information, such as annual reports from city agencies, environmental reports, revised population estimates from the city planning office, and city council meeting minutes.
- Participate in blogs that focus on local issues.
- Present programs in partnership with local and national organizations that promote democracy and civic involvement.
- Operate a community television station and broadcast community meetings.
- Provide tax forms and volunteer tax advisers.
- Register voters or provide voter registration forms.

Potential Partners
AARP tax advisors
Board of elections
Chamber of commerce
City council
County commission
League of Women Voters
Other city or county departments

Build Successful Enterprises: Business and Non-profit Support

Business owners and non-profit organization directors and their managers will have the resources they need to develop and maintain strong, viable organizations.

Typical Target Audiences

business owners
people who want to start businesses
entrepreneurs
managers in businesses
not-for-profit organization directors and staff
not-for-profit organization board members

Typical Services and Programs in Libraries That Select This As a Priority

Develop and maintain a Web site with links to resources for business.
Develop and maintain a Web site with links to resources for not-for-profit managers and board members.
Sponsor or co-sponsor workshops and seminars on topics of interest to businesses or not-for-profit organizations.
Provide podcasts, videocasts, RSS feeds, or wikis on business-related topics.
Provide podcasts, videocasts, RSS feeds, or wikis on topics of interest to not-for-profit staff and boards.
Participate in blogs for small business owners and entrepreneurs.
Establish and maintain a business center in the library.
Establish and maintain a grants center in the library.
Make presentations to local business organizations about the libraryøs business-related services and programs.
Provide paper and electronic copies of local ordinances that affect businesses, including zoning, local census projections, development plans, and so on.
Provide SCORE (Service Core of Retired Executives) volunteers to provide assistance to business and not-for-profit managers and board members.

Potential Partners

chamber of commerce
local community foundation
foundations (local, regional, state, and national)
SCORE (Service Core of Retired Executives)
service organizations (Rotary, Kiwanis, Lions, and so on)
small business centers in local community colleges or universities

Celebrate Diversity: Cultural Awareness

Residents will have programs and services that promote appreciation and understanding of their personal heritage and the heritage of others in the community.

Typical Target Audiences
> adults
> teens
> children

Typical Services and Programs in Libraries That Select This As a Priority
> Offer programs on the various aspects of the cultural heritage of community residents (art, cooking, customs, dance, drama, history, holidays, literature, music, religion, and so on).
> Work with local agencies and organizations to co-sponsor programs about their cultural heritage.
> Mount exhibits and displays that reflect the cultural heritage of the community residents.
> Develop and maintain a cultural diversity Web site.
> Convene meetings to provide an opportunity for people from different cultures to learn about one another.
> Host cultural fairs.

Potential Partners
> churches, mosques, and synagogues
> ethnic groups and organizations
> newspapers in languages other than English
> public and private schools
> social service agencies
> student exchange programs

Connect to the Online World: Public Internet Access

Residents will have high-speed access to the digital world with no unnecessary restrictions or fees to ensure that everyone can take advantage of the ever-growing resources and services available through the Internet.

Typical Target Audiences
> adults
> teens
> children

Typical Services and Programs in Libraries That Select This As a Priority
> provide public access computers and printers
> provide high speed access to the Internet
> provide wireless access to the Internet

Create Young Readers: Early Literacy

Children from birth to age five will have programs and services designed to ensure that they will enter school ready to learn to read, write, and listen.

Typical Target Audiences

children from birth to five

parents, caregivers, and service providers who work with children ages newborn to five

Typical Services and Programs in Libraries That Select This As a Priority

Present regularly scheduled story programs divided by age of intended audience.

Include interactive components, such as singing, puppets, and so on, in story programs.

Present story programs in off-site locations, such as day care centers, parks, hospitals, and so on.

Sponsor a Born to Read program.

Participate in Dolly Parton's Imagination Library program (www.imaginationlibrary.com).

Include a Read-to-Me component in the summer reading program, and other reading programs, with incentives for parents and caregivers and the children.

Plan and present puppet shows.

Develop theme packets that include books, tapes, toys, software, and games for parents and caregivers to use with their children.

Provide books-to-go bags, each with a collection of related materials (concept books, bilingual reading kits, picture books about animals, and so on).

Participate in blogs for new parents.

Provide computers with appropriate programs for preschool children.

Provide access to online e-books for preschool children.

Provide classes, such as those outlined in Every Child Ready to Read @ your library®, on early literacy for parents and caregivers.

Produce podcasts or videocasts on early literacy for parents and caregivers.

Potential Partners

community colleges that offer courses for preschool providers

day care providers

Head Start operators

hospitals

new parent groups

pediatricians

social service agencies

Discover Your Roots: Genealogy and Local History

Residents and visitors will have the resources they need to connect the past with the present through their family histories and to understand the history and traditions of the community.

Typical Target Audiences

seniors in the community
seniors visiting the community
adults interested in local history or genealogy
students studying local history

Typical Services and Programs in Libraries That Select This As a Priority

Provide access to online genealogical resources.
Develop and maintain a Web site with links to sites of interest to genealogists and people interested in local history.
Plan and present classes on how to do genealogical research.
Provide one-on-one genealogical tutoring.
Index local newspapers.
Collect and make available local family histories and genealogical records.
Record, collect, and make available oral histories from local residents.
Digitize and index local photographs and documents.
Collect all books written about the community.
Collaborate with local organizations to mount rotating exhibits on the history and traditions of the community.
Present programs about various aspects of the community (local architecture, neighborhoods, and so on).
Store local records and artifacts in temperature- and humidity-controlled space.

Potential Partners

archives (local and state)
chamber of commerce
clubs and organizations
Daughters of American Revolution
historical societies (local and state)
newspaper(s)
professional genealogists
state library agency

Express Creativity: Create and Share Content

Residents will have the services and support they need to express themselves by creating original print, video, audio, or visual content in a real-world or online environment.

Typical Target Audiences
children
teens
adults

Typical Services and Programs in Libraries That Select This As a Priority
Provide a multimedia production studio with the tools needed to create animated and live-action videos, record music and audio, and so on.
Provide hands-on classes to teach people to use a variety of media production tools.
Sponsor writersø workshops and publish the results.
Present concerts, plays, and other performing arts.
Provide access to blogging software for users to create their own blogs.
Host one or more library blogs to encourage users to discuss library-related issues.
Create one or more library wikis to encourage users to create library-related content.
Publish an e-zine with user-created content.
Support collaborative cataloging efforts to expand the descriptions of items.
Allow users to attach reviews to title records in the library database (as with Amazon.com) or find some other way to make user-contributed book reviews easily accessible.
Provide media production software programs for public use.

Potential Partners
arts organizations
community colleges, technical schools, vocational schools, and universities
galleries
humanities council
museums
newspapers
performing arts centers
public and private schools
senior centers
teen centers
theater groups
writersø workshops

Get Facts Fast: Ready Reference

Residents will have someone to answer their questions on a wide array of topics of personal interest.

Typical Target Audiences
> adults
> teens
> children

Typical Services and Programs in Libraries That Select This As a Priority
> Provide a dedicated telephone reference center to triage all reference calls.
> Provide 24/7, chat-based reference services.
> Provide answers to questions submitted by e-mail and text messaging.
> Develop and maintain a virtual reference library with links to online resources that provide quick answers to common questions.

Potential Partners
> other libraries

Know Your Community: Community Resources and Services

Residents will have a central source for information about the wide variety of programs, services, and activities provided by community agencies and organizations.

Typical Target Audiences
> seniors
> adults
> teens
> new residents

Typical Services and Programs in Libraries That Select This As a Priority
> Maintain an online community calendar.
> Maintain a community events bulletin board and distribute publications from community organizations.
> Develop and maintain a searchable community information database.
> Develop and maintain a Web page with links to agencies and organization.
> Host and maintain Web pages for local organizations and agencies.
> Support e-government use.
> Host a community information blog.
> Serve as the local 2-1-1 provider.
> Make presentations in the community about the library community information services.
> Participate on community task forces and committees involved in human services planning for the community.

Participate in local blogs.

Maintain a wish list of items needed by not-for-profit agencies for their clients or their offices.

Maintain a wish list of volunteers needed by not-for-profit agencies for their clients or their offices.

Develop and maintain an information packet for new community residents.

Potential Partners

city or county departments
chamber of commerce
clubs and organizations
Newcomers Association
not-for-profit agencies
Red Cross
social service agencies
service organizations (Rotary, Kiwanis, Lions, and so on)
United Way

Learn to Read and Write: Adult, Teen, and Family Literacy

Adults and teens will have the support they need to improve their literacy skills in order to meet their personal goals and fulfill their responsibilities as parents, citizens, and workers.

Typical Target Audiences

adults
teens

Typical Services and Programs in Libraries That Select This As a Priority

Provide self-guided programs that use books and media to help adults and teens reach their personal literacy goals.

Provide self-guided programs that use books and media to help adults and teens with limited English skills become proficient in English.

Provide private space for tutors to work one-on-one with literacy students.

Recruit, train, and schedule tutors to work one-on-one with literacy students.

Provide literacy classes.

Provide small-group literacy training.

Provide free children's books to parents enrolled in adult or family literacy classes.

Provide programs to tutor learners preparing to take the GED test.

Establish a literacy helpline and provide referral services for persons looking for literacy services.

Provide deposit collections of materials for new readers to organizations that tutor literacy students.

Collaborate with all organizations that provide literacy services in the community or county to promote and publicize literacy services.

Potential Partners

adult education department of the school district
churches, mosques, and synagogues
community colleges
literacy council
Literacy Volunteers of America
private literacy providers
United Way

Make Career Choices: Job and Career Development

Adults and teens will have the skills and resources they need to identify career opportunities that suit their individual strengths and interests.

Typical Target Audiences

adults who need a job or want to change jobs
teens making college or vocational school choices
teens making career decisions

Typical Services and Programs in Libraries That Select This As a Priority

Provide a job and career center to offer one-stop shopping for job hunters.
Develop and maintain a job and career Web page that includes links to listings of available jobs, training centers, and local employer information.
Provide a mobile job and career center to help job seekers locate employment by providing onsite assistance in housing projects, parks, schools, and so on.
Provide one-on-one assistance to help job seekers develop résumés, conduct job searches, and prepare for interviews.
Present regularly scheduled programs on topics of interest to job seekers, including information about local employers, job search skills, and so on.
Provide regularly scheduled programs designed to help people use the Internet to find jobs.
Provide self-guided programs to help students prepare to take the SAT or ACT test.
Host a job fair.
Host a college fair.
Co-sponsor programs to tutor learners preparing to take the SAT or ACT test.
Co-sponsor programs and services with local employment organizations.
Co-sponsor programs with high school counselors to help students understand their career choices.

Potential Partners

Chamber of Commerce
community colleges, technical schools, vocational schools, and universities
high school guidance counselors
service organizations (Rotary, Kiwanis, Lions, and so on)
teen centers

Make Informed Decisions: Health, Wealth, and Other Life Choices

Residents will have the resources they need to identify and analyze risks, benefits, and alternatives before making decisions that affect their lives.

Typical Target Audiences
seniors
adults
teens

Typical Services and Programs in Libraries That Select This As a Priority
Develop and maintain Web pages that provide information to help make life decisions.
Create electronic pathfinders or wikis to help users find resources to help make informed life decisions.
Create displays of information resources that could be used to make life decisions.
Present a series of programs on topics of interest to people making life decisions.
Make presentations to community organizations about library resources that help people make informed decisions.
Create or provide access to electronic programs that help users to assess risks, benefits, and alternatives when making life decisions.

Potential Partners
AARP
county extension service
financial planners
fitness centers
health department
hospitals
parks and recreation department
senior centers
service organizations (Rotary, Kiwanis, Lions, etc.)
social service agencies
teen centers
YMCA/YWCA

Satisfy Curiosity: Lifelong Learning

Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives.

Typical Target Audiences
  seniors
  adults
  teens
  children

Typical Services and Programs in Libraries That Select This As a Priority
  Provide programs on a variety of topics of interest to various age groups in the community (cooking, quilting, Civil War, travel, animation, dinosaurs, and so on).
  Work with local organizations to co-sponsor demonstrations on topics of interest to various age groups.
  Display items created by local residents or items from personal collections.
  Mount rotating exhibits from museums and organizations, such as local museums, National Endowment for the Humanities, Library of Congress, and National Aeronautics and Space Administration, and so on.
  Provide access to adult education courses through distance learning or video-on-demand.
  Develop and maintain a õSatisfy Your Curiosityö Web page with links to topics of interest to various age groups in the community.
  Sponsor Letøs Talk about It programs.
  Collaborate with the local Humanities council to present programs.
  Create and support wikis or blogs in areas of special interest to local residents.
  Develop electronic pathfinders to help people find information on topics of interest to them.

Potential Partners
  clubs and organizations
  community colleges and universities
  county extension service
  humanities council
  Library of Congress
  museums
  National Aeronautics and Space Administration
  National Endowment for the Humanities
  parks and recreation department
  senior centers
  teen centers

Stimulate Imagination: Reading, Viewing, and Listening For Pleasure

Residents who want materials to enhance their leisure time will find what they want when and where they want them and will have the help they need to make choices from among the options.

Typical Target Audiences
adults
teens
children

Typical Services and Programs in Libraries That Select This As a Priority
Provide readersøadvisory services to assist users to locate materials of interest.
Display new materials in a prominent location.
Allow users to place holds on materials online.
Mail items on hold to users when they become available.
Provide an online reading club.
Provide listening and viewing stations to allow users to preview materials.
Present a summer reading program for children.
Present a teen reading program in the summer.
Present several adult reading programs throughout the year.
Coordinate a One Book, One City program.
Ensure that users receive reserved items within thirty days of placing the hold.
Host gaming tournaments.
Develop and maintain a readersøadvisory Web site.
Make user-contributed book reviews easily accessible.
Provide downloadable books, music, and videos for circulation.
Present programs on new books and particular genres and sponsor author visits.

Potential Partners
authors (local, regional, state, and national)
book clubs
book stores
comic book and gaming stores
gaming groups
music stores
newspaper book and media reviewers
senior centers
teen centers
theaters

Succeed in School: Homework Help

Students will have the resources they need to succeed in school.

Typical Target Audiences
elementary school students
middle school students
high school students
home-schooled students
parents and caregivers of students

Typical Services and Programs in Libraries That Select This As a Priority
Provide staff or volunteers to assist students with their homework.
Develop and maintain a homework help Web page.
Provide homework assistance using text messaging.
Subscribe to an online interactive homework help service.
Provide study rooms for students.
Provide classroom collections for teachers.
Coordinate with school media center specialists to identify materials that support the school curriculum.
Coordinate with school media center specialists to set up a school assignment alert program.
Provide access to courses for students through distance learning or video-on-demand.
Make presentations about the library in the local schools.
Provide tours of the library to classes of students.
Develop and maintain a Web page that provides links to homeschooling resources for homeschooled students and their parents.
Provide circulating collections of materials selected to support homeschooling curricula.
Provide orientation programs for homeschooled students and their parents.

Potential Partners
board of education
home school organizations
Library of Congress
National Education Association and local chapters
parent-teacher organizations
public and private school media center specialists, teachers, and administrators
student councils
teen centers

Understand How to Find, Evaluate, and Use Information: Information Fluency

Residents will know when they need information to resolve an issue or answer a question and will have the skills to search for, locate, evaluate, and effectively use information to meet their needs.

Typical Target Audiences

seniors
adults
teens
children

Typical Services and Programs in Libraries That Select This As a Priority

Provide basic, intermediate, and advanced classes on how to use the Internet and proprietary databases.
Offer classes on new technologies and Web trends as they happen.
Sponsor or co-sponsor hands-on classes on various software applications (Word, Access, and so on).
Present a regular series of short programs that focus on using both print and electronic resources to find information on a variety of topics.
Create online tutorials to help users navigate library technology and the Web.
Partner with local middle and high schools to provide programs to ensure that teens know how to find, evaluate, and use information.
Partner with local senior centers to provide programs to ensure that seniors know how to find, evaluate, and use information.
Take advantage of teaching moments when helping users to find information.

Potential Partners

community colleges, technical schools, vocational schools, and universities
computer clubs
public and private schools
senior centers
teen centers

Visit a Comfortable Place: Physical and Virtual Spaces

Residents will have safe and welcoming physical places to meet and interact with others or to sit quietly and read and will have open and accessible virtual spaces that support networking.

Suggested Target Audiences
adults
teens
children
local organizations and clubs

Typical Services and Programs in Libraries That Select This As a Priority
Provide meeting rooms for public use.
Provide comfortable seating throughout the library.
Provide a café for the public.
Provide a gallery or exhibit space.
Provide performance space.
Provide a wide range of electronic gaming opportunities
Develop and maintain a library events Web page.
Provide a variety of blogs, wikis, and other opportunities for social networking.

Potential Partners
city or county departments
clubs and organizations

Welcome to the United States: Services for New Immigrants

New immigrants will have information on citizenship, English Language Learning (ELL), employment, public schooling, health and safety, available social services, and any other topics they need to participate successfully in American life.

Typical Target Audiences
new immigrants
refugees

Typical Services and Programs in Libraries that Select This As a Priority
Develop a comprehensive Web site with links to a wide variety of resources for new immigrants.
Present citizenship classes.
Distribute materials developed by community organizations for new immigrants.
Make presentations to groups of new immigrants in off-site locations.
Provide self-guided programs that use books and media to help adults and teens with limited English skills become proficient in English.
Provide private space for tutors to work one-on-one with English Language Learning (ELL) literacy students.
Provide ELL literacy classes.
Establish a literacy helpline and provide referral services for persons looking for ELL literacy services.
Provide programs to tutor learners preparing to take the GED test.
Host ELL conversational meetings to help learners practice speaking English.
Provide deposit collections of materials for new readers to organizations that tutor ELL students.
Collaborate with all organizations that provide ELL services in your community or county to promote and publicize literacy services.

Potential Partners
churches, mosques, and synagogues
ethnic groups and organizations
ethnic grocery stores and restaurants
immigration and naturalization service
literacy council
Literacy Volunteers of America
newspapers in languages other than English
public and private schools
social service agencies
student exchange programs