

CP-21(020)

CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)

Final Program Narrative Report

(LSTA Form 9)

2014 AUG 25 AM 9:01

Grant Information

Library Jurisdiction	Monterey Public Library
Project Title	21 st Century Learning Skills - A Toolkit for School/Public Library Partnerships
Grant Award #	40-8285
Grant Period	13/14
Amount of Grant Award	\$5,750
Amount of Grant Expended	5,750
Local Match	\$0
In-Kind	\$757
Total Amount of Project (amount expended + match + in-kind)	\$6,507
Number of Persons Served (should not include total population of service area or potential population to be reached)	374

Project Director

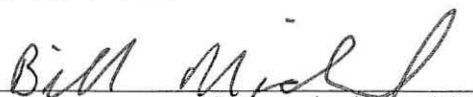
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This report is due on the date listed in the LSTA Grant Guide for this project. Follow this link to view the Grant Guide. <http://www.library.ca.gov/grants/lsta/manage.html>

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

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

SIGNATURE:


(Please sign in blue ink)

DATE:

Aug. 21, 2014

Project Final Report

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

Project Purpose

Include your program purpose statement here

We will partner with school administrators and teachers to integrate library resources and services into the curriculum for first year students at a local high school. Students will have the opportunity to visit the library to conduct research, work in groups, and learn about their community. Librarians will visit classes on campus to instruct students in the use of library resources and related skills. We expect to see improved student understanding in the skills we target, along with an appreciation for the library as an educational and community institution.

Project Activities and Methods

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

In early August, library and high school staff met to plan for the upcoming school year. During their August registration, all high school students who didn't already have a library card were issued cards. In late September, 37 freshman students visited the library for an orientation and research skills demonstration. Students were surveyed to determine initial library knowledge. In late November, a librarian visited seven freshman/sophomore classes at the high school for bibliographic instruction, reaching 207 students.

In February, a new Teen & Reference Services Librarian was hired and trained to lead the program. By the end of the month a class of 32 students came into the library for a general orientation, library tour, and research instruction and demonstration by a librarian. A follow-up classroom visit took place in mid-March, which included instruction targeted to the students' research topic and a demonstration of the web-based subject guide (LibGuide) created for their class. The students received handouts which included the link to their class' LibGuide and a QR code to scan with their smart devices to take them directly to that resource. They were later challenged to a game of Jeopardy which quizzed them on their knowledge of research and how well they paid attention to the presentation.

In April, the Teen Librarian worked with another instructor and went to the high school to give research instruction to 33 students, and to show them where to find and how to use the library-built guide specific to their project. A follow-up visit with the same class occurred in May. The students came to the library, received a tour and general library orientation, and asked questions about issues they had encountered while working on their research projects.

Project Outputs

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

Over 350 Library cards were issued to high school students at registration and as part of the 21st Century Skills Library orientation. Six subject guide web pages (LibGuides) were created or updated over the course of this year's project. One hundred brochures were made describing the 21st Century Skills Public Library/Hight School program and distributed to parents and junior high students preparing to enter the 9th grade at the local high school. Librarians visited and presented to over 300 students at the high school. 102 students visited the library for an orientation, tour and more research instruction.

Project Outcomes (if applicable)

Please state the outcomes and the results of your evaluation.

At the end of the year, the subject libguides were well-used and the library's website visited more often. Teachers reported that the students did well on their projects and that they appreciated the library's assistance. Surveys were given to students before they were given any library instruction that asked them of their experiences and knowledge of the library and research. By the end of the year, more students claimed that they knew more about research, plagiarism, and library resources. Also, more students visited the library and came to the Help Desk knowing that they could ask a librarian for research assistance and homework help and seemed familiar with using the library's catalog.

Additional Project Outcomes

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

Students expressed more interest in print materials rather than online sources when it came to finding textual support for their written assignments. Many students and their teachers requested more books or would ask if there were additional books available about the topic in the library. We were able to reallocate some of the grant funds for collection development to support the 21st Century Skills curriculum.

Our final project outcome is a tool kit for other Libraries to use that are interested in establishing a similar collaboration with a high school in their community. We decided to create a LibGuide, so that the web address can be freely distributed: <http://montereypl.libguides.com/21stcenturytoolkit>

Anecdotal Information

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

Working with the students and their teachers was a fun process. I enjoyed challenging the students to see how well they'd paid attention to the lesson and incorporated a few tricks into the learning process to make sure they were awake. For one class, I had them break into groups and analyze websites using the checklist I'd given them to determine if a website was reliable or not. I had the necessary good websites and bad websites, and one website that was created to trick students trying to analyze the page. The students who were given the trick website actually astounded both me and their teacher by going beyond the bogus information provided by the website, finding the authors of the website, looking them up and finding out that the website was intended to trick people. They presented the evidence of this quite by mistake. They ended up proving the "bad website" was a good website, because it's purpose was to trick students who don't pay attention and it did its job well.

Another class's project was to research a career and to write a paper about their futures had they chosen to pursue this career. After they'd written their papers, I visited their classroom, donned a steel gray wig and dress and pretended to be "The Meanest Interviewer in the West". The students broke into teams, selected their most prepared group member, coached them for an interview, and sent them to me for a mock job interview. At the end of the interviewing process, the students learned just where they needed to do more research on their chosen careers. Their end project was to create a PowerPoint presentation over their chosen career paths and possible futures, and I hear from the teacher that the projects turned out well.

Exemplary Project

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

I feel the project turned out well, considering that for the first part of the year the library was short-staffed with no Teen and Reference Services Librarian whose primary job it was work with students including the 21st Century Skills initiative. A Teen Librarian did not join the team until February and still needed to be trained before being able to slip into the role needed. By March, with the school year nearly over, we were able to schedule more classroom and library visits and more teaching sessions, but had the year started off with more staff and someone in the teen position more might have been accomplished.

FEEDBACK FOR THE CALIFORNIA STATE LIBRARY ON THE GRANT PROCESS

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

It was a great experience. Cindy Mediavilla was fantastic in helping us make adjustments to our budget when we had not spent all of our grant money and requested to spend the unused funds on collection development. It was nice having someone who could take the time to make an appointment with us and talk to us over the phone, and even offer critique and offer suggestions to improve our written submissions.

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