

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

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

Grant Information

Library Jurisdiction	Sierra Madre Public Library
Project Title	Sierra Madre Teens and Treasures
Grant Award #	40-8295
Grant Period	August 2013- August 2014
Amount of Grant Award	\$10,500
Amount of Grant Expended	\$10,425
Local Match	0
In-Kind	\$13,922
Total Amount of Project <small>(amount expended + match + in-kind)</small>	\$24,347
Number of Persons Served <small>(should not include total population of service area or potential population to be reached)</small>	610

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:

9/26/14

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

Train teens as docents to give local history "tours" using our Digital Storyboards at both the Local History Room in the Library and at the City's Richardson House Museum. This will expand our teen summer volunteer program to a year-round activity and provide increased access to local history displayed on our Digital Storyboards. Tours will be offered to individual members of the community, school groups, and local organizations, including the Civic Club, Woman's Club, Rotary, Kiwanis, City Council, City staff, Library Trustees, Sierra Madre Historical Preservation Society (SMHPS), British Home residents, and the Friends of the Library. In addition to teaching students about local history, we will train them in public speaking skills and teamwork, and showcase the local history resources of the Library.

Project Activities and Methods

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

1. We hired a part-time Teen Docent Coordinator in September 2013. She developed a training program for teens to learn to use the Digital Storyboards and their historical content, and a plan to help them develop public speaking skills.
2. Recruitment and training of docents is ongoing
We contacted three high schools, four local middle schools, the City's Teen Center Coordinator, and local Boy and Girl Scout troops. We posted the information on Volunteermatch.com the City's volunteer site, sent out news releases to local media, included articles in the City newsletter and the Friends of the Library newsletter and in the City e-blast to residents. We created articles for the Historical Society newsletter, presented information on recruitment needs to the City Volunteer Coordinating Committee, met on-site with the school librarian at the local private high school for girls, posted flyers in local restaurants and community locations, distributed flyers at community events, included information on the Library website, and spotlighted volunteer docent opportunities in handouts prepared for programs at the Library. The Coordinator worked with Library staff to publicize recruiting.
3. Outreach
Four fourth grade teachers at our local public school were contacted and brought their classes with a total of 68 students to the Local History Room for docent tours and introduction to our special California book collection.
We contacted the British Home senior housing facility, and adjusted the hours of tours so it was convenient for the seniors to arrive for a tour after their lunch. Teen docents gave a total of eight tours, six at the Library with a total audience of 41, and two tours at the Richardson House with a total audience of 16.
We created a tour time for the general public and advertised it in signs at the Library, notifications on the website, and in invitations to the families of the teens involved in the training.
We created opportunities for each tour group to interact with the teens and to give feedback about the photos and the tour. These often included "tokens" that the audience held which were cues for their participation.
4. Feedback
We collected written feedback and pre-training surveys for each training and tour session. We used information collected to modify the program as it went on.
We gathered information at each tour on how much people felt they learned from the tour. The tokens for voting varied each week to keep the public's interest.
5. Teen Recognition

"Veteran" teens who had completed training were given increased responsibility and the title of "Trainers". They demonstrated the script by giving tours to new teens on the training day. They were often matched one to one for training sessions on elements of the script. They assisted with set up and transitions as well as clean-up. One of the most able teens used the public speaking rubric to observe and give feedback on tours to teens, peer to peer. They often led the team in rehearsal of the script.

6. Communication

Regular email communication was set up and maintained by the Teen History Docent Coordinator with teens and parents. Reminder emails went out to all teens who had signed up for a session. "Trainers" were sent scripts before the session. Some weeks involved a midweek communication with electronic copies of the script and reminders on proper attire and call times.

The Teen History Docent Coordinator received names of new interested teens and contacted them to assess their availability and schedule.

Signage for the Local History Room acknowledging funding from the California State Library LSTA is now in place.

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)

During the course of the grant, August 2013 through June 2014, and its extension period through August 2014:

36 docents enrolled in 49 training sessions,

32 docents gave 67 tours.

- 610 audience members attended tours
- In total, 36 teens were enrolled and participated in some training, and 32 completed training and conducted tours. The 36 included 19 teens during the school year and 17 teens in the summer. The 32 included 16 teens who completed training and gave tours during the school year, and 16 teens who trained and gave tours in the summer. This is seven more teens than the original grant goal of 25 teens.
- The trained docents gave tours using Digital Storyboards and shared content from the historical archives including: Trailblazers – Individuals who left their mark, Joy Ride -early transportation, Surprise Me -whimsical stories, Historic Hometown -significant sites, Locals- community life, Disaster Strikes- forces of nature.
- Through the year-long grant, 30 scripts were written. During the school year, the Teen History Docents met individually with the Teen History Docent Coordinator for Intake Interviews and pre-training assessments, followed by group training sessions, and a family tour session. During the summer, orientation sessions were repeated twice and training sessions giving background training on each of the six chapters of the digital storyboard at the Library were given weekly followed by a tour day when students rehearsed and then gave weekly tours.
- Forms for teen feedback, suggestions and measurement of pre-training knowledge and post training learning were developed.
- To advertise tours, 40 copies of a poster listing the public tours was developed and posted in the Library and other city locations.
- Thirteen Teen Docents were featured in the library's READ campaign on a large poster, each holding their favorite library book. This image was also used on 1,500 copies of a bookmark distributed for four months at the Library's circulation desk, and was used in recruiting efforts and public appearances by the teen docents.
- The number of public tours given during the extended grant period, June 1, 2014- July 29, 2014, was 25 tours. Total audience: 220 (64 at Richardson House Museum and 156 at Library).
- Inviting and unusual materials were used in training to engage teens and the public- including sun-sensitive paper for making sun prints to learn about photographic processes, old-fashioned 3 D viewers, rainbow drawing paper for assessment, parachute for preparedness game, jump rope for game about historic buildings, clothespins in training about chronological order, timers to encourage interaction in icebreaker interviews, citrus fruit for a race, and candy for a relay.

- Photo enlargements of digital storyboard images were used to give teens more time to engage the audience in discussion.
- The timing on the digital storyboard was adjusted so that each picture stayed on view longer to help teens pace their remarks without rushing.
- Library staff were cross-trained by the Teen History Docent Coordinator to give pre-service evaluations and to rehearse and supervise tours. The Children's Librarian did a "pull-out" video-taped pre-service evaluation on all teens attending the second orientation session. The local history librarian supervised teens at the Richardson House for 2 tours using tour scripts and supporting materials provided by the Teen History Docent Coordinator. The Library Director supervised teens giving tours of mountain history with a portable display in downtown Sierra Madre before the Mt. Wilson Trail Race.

Project Outcomes (if applicable)

Please state the outcomes and the results of your evaluation.

OUTCOME 1: Increased change in knowledge of the docents. Anticipated outcome: 75 percent of teens will demonstrate an increased knowledge of Sierra Madre's history.

Actual outcome: All of the trained docents, 100 percent, showed increased knowledge of Sierra Madre History.

- 32 docents were videotaped presenting their pre-training knowledge of Sierra Madre stories. Each score was determined by how many correct stories they told and the accuracy of the information.
- 31 docents took post-training assessments.
- Teens were rated on a rubric of public speaking skills. Their level at the end of the program was compared to their entry level. Of the 31 teens given pre and post-training public speaking assessments, 17 went up one level in the rubric of 4 levels, 5 teens went up 2 levels.
- Midway through training, teens drew a picture that showed new things they learned about Sierra Madre. This was compared to their intake video. Students showed 100 percent improvement in knowledge of Sierra Madre history.
- All but one of the 16 "veteran" teen history docents, who completed training and gave tours, were given both pre and post-training "tests" on their knowledge of Sierra Madre local history. The pre-test was given to them in their intake interview or immediately before they began training in the 2013-2014 school year. The post tests were given from April 2014 until June 2014.
- Teens were given video-taped pre-tests on local history and all teens completed a pre-training written survey on what they knew about the week's topic before they received a tour or training. This method was used to create a base-line score for four teens who were not video-taped. Post-training scores were collected in a different way than the school year teen scores were collected.

Post training scores for the teens were a cumulative score from these sources:

1. Written, self-reported list of new things they had learned on the day of training.
2. Written, self-reported, list of their favorite photos from the week's chapter.
3. Count of facts drawn and captioned or described orally on the Scratch a Drawing "test". Teens were given rainbow scratch paper and a stylus and asked to draw as many things as they could that were new stories they had learned. The score was one point for each fact. Additional details like correct names, dates, additional facts in the story would give a higher score.

OUTCOME #2: Increased change in skill of the docents. Anticipated outcome: 60 percent of teen docents will demonstrate greater skill in public speaking.

Actual outcome: All teens, 100 percent, increased proficiency by at least 80 percent. All students learned to respond to hand signals during presentations that cue them to speak louder, slow down, make eye contact, and smile.

- The Docent Coordinator used a checklist for docents' public speaking attributes before the training and at one of the docent's tours. Pre-training videotapes recorded the docents' public speaking style. These were ranked according to the evaluation rubric and compared to the exit video and a tour completed post-training. During the school year, docents were given a post-first tour coaching session to address individual strengths and weaknesses and were given critiques of their performance.
- Skills in public speaking were observed by both the Teen History Docent Coordinator and by peers.

Discussion on presentations spotlighted strategies to improve presentations. Experienced teens were the example of how to give an effective presentation.

The evaluation rubric developed for this program and the public speaking checklist helped identify target areas to work on. Teens also self-identified target goals and strategies for improving their public speaking on their daily written reflections. They reflected and self-reported how they felt their public speaking went on a scale of performance after each tour.

Teens who attended the most sessions showed marked progress. By the end of the program many were saying a good deal of the presentation "off-script". All teens were able to give their introductory piece and their report on their favorite photo and a history book from the history room, off-script.

All teens showed improvement in team skills, in posture, facial expressions in repose- taking a listening stance to their fellow presenters. This was apparent in photographs taken of teens giving tours. Many teens developed notecards at home or at the Library to modify their scripts into more subtle props for speaking. Teens also learned to use props effectively and where to place them when not in use. Audience members gave feedback on the skills of the teens. They especially commented on one boy who they saw in three tours. He had had a tendency to rush through his material, but learned to slow his pace considerably through presenting and feedback. We emphasized pacing as one of the special issues in presenting oral information to seniors. They were all told to "slow down" and most achieved that goal.

OUTCOME 3: Increased change in knowledge of visitors. Anticipated outcome: 50 percent of people visiting the Richardson House Museum or the Library Local History Room will indicate they learned something new about Sierra Madre history as a result of listening to a presentation by the teen docents.

Actual outcome: Audiences attending tours almost always said they learned something about Sierra Madre history, 78 percent learned a lot, 18 percent indicated they learned at least 1 new thing about Sierra Madre history, four percent said they learned nothing new. Audience participation went up as the year went on.

At each tour, audiences were asked to "vote" on whether they learned many new things, one new thing, or no new things about Sierra Madre History. Voting was done by dropping a token into a glass jar as they exited the room. Tokens were varied weekly to keep the interest of repeat visitors and to add thematic information.

Teens tracked questions that came up in tours. In the cases that they were able to answer a question on the spot- the whole group's knowledge of Sierra Madre history went up. At least three questions were answered by looking things up in books in the history room. We assessed the level of audience participation in discussions generated by the script and in free comments after the presentation. Props that invited shy audience members to contribute/talk had a big effect. This improvement was recorded on the teen reflection sheets that gave a numerical score for each tour as far as how the audience seemed to be receiving it.

Additional Project Outcomes

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

Enthusiastic parents promoted involvement, championing, and recruiting for the program.

The grant created much greater awareness of Digital Storyboards and the Local History Archives

The Sierra Madre Historical Preservation Society provided funding to extend the Teen Coordinator for three additional months from September through December 2014.

Fully-trained students became trainers of other docents.

People are asking us how they can start this kind of program including the Sierra Club, Senior Center, and Pasadena Museum of History, and other local history groups.

Partnerships are developing -The British Home brought candy for the teens at the 6th session. They also invited our group to visit the home and see their photo collection and meet their group's historian. The Mt. Wilson Trail Race wants to create an archival tour of the race.

The Summer YMCA Teen camp requested future tours of the Richardson House.

A grandmother of one of the teens offered old copies of the State Historical Society's journal for the History Room.

Our local history librarian discovered a book she found interesting through hearing one of the

teen book reports.

- Teens enjoyed informal interactions with local folk at the Historical Society's fundraising dinner and used the PA system to invite attendees to attend tours.
- History games in front of the Library before public tours engaged casual users of the Library to be part of the game and to join the public tour.
- To remember all the people, places, and activities, teens practiced memory enhancing strategies that combined historical facts and themes with games, music, quizzes, and art activities. Teens previewed the material, practiced a script and learned a game to involve visitors. Teens immediately shared their new knowledge by giving a series of tours with audiences of varying ages.
- Teamwork was a big part of the experience as teens cooperated in rehearsals and tours. Meeting new teens from many different schools in the area added to the rich experience. They learned each other's names and facts about each other in icebreaker games meant to get the teens interacting. Families got involved as guests at the weekly tours which were open to the public.
- What did the teens report that they liked? Games came in first, followed by practicing tours. Their favorite audience was the class of senior citizens from the British Home who visited six times to explore a new chapter of Sierra Madre History. Teens said they liked hearing the stories that the seniors shared inspired by their joint viewing of photos from Sierra Madre's past.

Anecdotal Information

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

One of the mothers of a teen docent spoke in support of the program in front of City Council and told this story of how her teen used the tools and training she received at the Library to help her with another public speaking challenge. The teen was a finalist in a regional science fair competition and would be presenting her information to groups of judges stopping by her poster. Her mother asked her if she wanted to practice with her. She said "No, I am good. I will just use the "Superman" pose (like the Teen Coordinator taught us) to increase my confidence before I speak and to remind me to take a strong stance so I don't sway and to have good posture."

After a tour for the chapter "Trailblazers" a teen indicated that she wanted to talk to the Teen History Docent Coordinator after the tour. She said - after that I feel like I can stop "putting myself down so much". I see people can like two things and do them both. Like I like singing and I also like sports. Seeing what (Nina Coral Kellogg, local history trailblazer) did made me see I can do two things. I don't have to pick just one."

One of the older teens said he was very glad that he learned about professional photographer Joe Hinojos. He said it was very encouraging because he wants to go to college to study photography and he thinks if this guy could do that, he could, too.

Two brothers volunteered together for the program, helped with the Historical Society's fund-raising dinner, and marched in the 4th of July parade representing the Teen History Docents and the Library. They were enthusiastic representatives, giving out candy, smiles, and library information along the parade route.

A whole group of young girls joined the program from the local middle school. They enjoyed the experience so much that they signed up for additional weeks.

Senior citizens have shared stories about their time in Sierra Madre years ago. The teens reported that they enjoyed these tours the most. Many seniors came back week after week to hear the teens again and brought them candy on the last day. The British Home staff also wants to invite the teens to visit the British Home to see their photography collection.

Many grandparents and siblings and parents attended public tours. Teens got to show off their new knowledge and skill and grandparents got to share stories. One of the grandfathers had lived in the Pinney House when he first came to Sierra Madre. That building is always a favorite of the teens in the Historic Hometown chapter. They reacted to his story as if he was a "rock star."

A question came up from the audience about what year the Tournament of Roses began in relation to the date of Sierra Madre's Flower Festival which came up as a topic in the chapter Joyride. One teen took a book off the shelf, looked up the answer and reported it to the audience which was still discussing

the topic. She had found the book while looking for a book to report on at the tour.

One of the teens asked the coordinator where to find supplies for the solar print activity. She said her mom was teaching a vacation bible school class and she wanted to repeat our activity.

For almost every widely praised activity in training that was written about by the teens on their daily reflection, one other teen wrote they did not like that activity. This tells us that there should be varied types of experiences in training to reach all types of teens and all types of learning. For each teen who noted they did not like an activity they also reported that they really liked another activity.

Correcting or coaching teens in public requires patience and sometimes more specific knowledge about the teen. When a teen was told to look up more while reading the script, we found out she sees double because of her vision issues and she loses her place in the script if she looks up. We found a teen who was stumbling over words had been fitted with a new retainer and it was making it harder for her to read aloud with fluency. One teen was very sensitive to being corrected on his posture in public. All these experiences have helped us reflect on what it takes to be a good public speaking coach that supports growth but does not put vulnerable teens in embarrassing positions in front of their peers. It has been a humbling and exciting growth experience.

An extension of the grant enabled 17 teens to explore Sierra Madre's history and develop their public speaking skills over seven weeks of programming at the Library this summer. The training program showcased the skills of 11 veteran teen history docents to help inspire and train six new teens on the use of the six chapters of the Digital Storyboard at the Library. Each week, teens worked with Teen History Docent Coordinator to look closely at one chapter covering approximately 20 archival photos.

Teens from the YMCA summer program were regular visitors to the tours. To loosen up their peers to participate in discussions, the presenters asked the visiting teens to vote on favorite styles of architecture, react to personality profiles of historically notable people of the town, and choose buttons to reflect the causes that "locals" have been involved in over the years that resonate with them today.

Exemplary Project

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

This program has tools to help teens learn local history and improve their public speaking skills. It can be adapted for other types of presentations without the digital storyboard technology.

Strategies developed to do pre-testing and post-testing in a fun way are very transferrable to other projects. Checklists for public speaking are useful for staff as well as youth volunteers.

Matching local history personalities to individual preferences of audience members invests audiences and docents in local history. Question asking techniques can engage the public in closer examination of photographs and artifacts.

The grant created a strong interactive bond with the Sierra Madre Historical Preservation Society, The British Home, and the Teen YMCA program.

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!

Can you send reminders for when the grant paperwork is due?

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igital Storyboards at the
Sierra Madre Public Library and the Richardson House Museum
were funded by The California State Library.
Library Services and Technology Act (LSTA). 2012



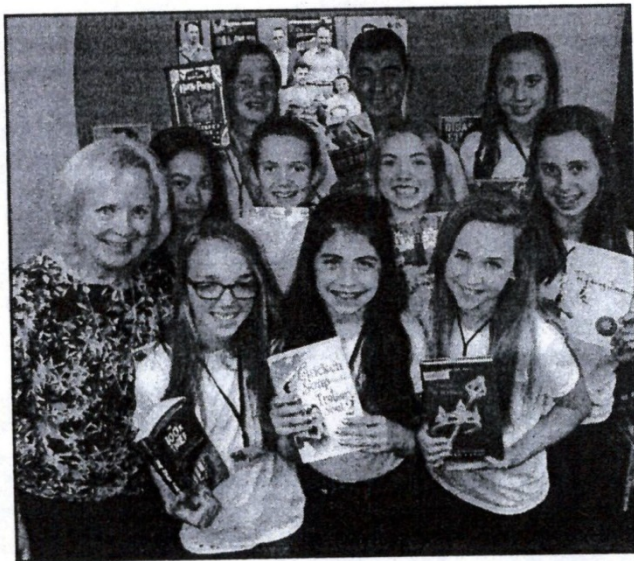
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Teen Docent Training in Sierra Madre *Become a local history docent*

Interested students 12 years old through seniors in high school should contact the Sierra Madre Public Library for sign-up information. Throughout the summer, teens train on Mondays and then share their new local history knowledge on Tuesdays by giving tours on the themes of the week.

For more information email Teen Docent Coordinator Diane Siegel at dsiegel@cityofsierramadre.com, call (626) 355-7186, or visit our website at <http://www.cityofsierramadre.com/teen-services>.



-Courtesy Photo