

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

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

Grant Information

| | |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Library Jurisdiction | Mission Viejo Library |
| Project Title | Building Digital Literacy Services and Collections at the Mission Viejo Library |
| Grant Award # | 40-8300 |
| Grant Period | FY 13/14 |
| Amount of Grant Award | \$40,000 |
| Amount of Grant Expended | \$37,626 |
| Local Match | |
| In-Kind | \$17,200 |
| Total Amount of Project (amount expended + match + in-kind) | \$54,826 |
| Number of Persons Served (should not include total population of service area or potential population to be reached) | 4200 |

Project Director

| | |
|-----------------|-------------------------------------------|
| Name | Genesis Hansen |
| Title | Director, Library & Cultural Services |
| Library Address | 100 Civic Center, Mission Viejo, CA 92691 |
| Phone Number | 949-470-3076 |
| Fax Number | 949-586-8447 |
| E-mail Address | ghansen@cityofmissionviejo.org |

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

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

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

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

Project Final Report

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

Project Purpose

Include your program purpose statement here

The "Building Digital Literacy Collections and Services" project will provide staff training, a core collection of book and educational apps, parent education, and hands-on early literacy classes for parents and preschoolers to teach effective use of technology in supporting developing literacy skills

Project Activities and Methods

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

The foundational component was a series of 7 half-day training sessions for staff to develop their knowledge and comfort level in using digital technologies to promote early literacy and evaluating digital content. I believe this training was essential to the success of the project as it helped staff feel more confident and willing to add new elements into their literacy classes. We purchased iPads for each staff member as well as a classroom set and two for demonstration and training purposes in the children's area of the library. We also purchased two Apple TV units to allow the content from iPads to be mirrored onto the large screen TV in the storytime room. We purchased two Android tablets to enable us to curate apps for Android devices as well as Apple devices. We held two parent education sessions to talk about issues surrounding children and technology, and how to find quality resources. And we piloted a Tablet Time hands-on early literacy class, where caregiver/child pairs each got hands-on time with an iPad and a curated selection of apps. We promoted the activities through our City websites, distributed flyers to local Moms groups, and promoted in our existing early literacy classes.

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)

7 half-day training sessions, attended by 7-8 people (one staff member was on medical leave for two sessions); 2 90-minute parent education programs attended by 8 people; One 4-week Tablet Time (hands-on storytime) pilot session was designed and attended by 57 people. 63 Early Literacy classes incorporated at least one digital element, and 2231 people attended those classes. One staff survey was designed and completed by 7 staff members before the grant started and after the activities were completed. A parent survey for the parent education night was designed and 3 were completed. 19 parent feedback forms were completed for digital literacy programs and classes, including Tablet Time. Four informational handouts were created for Tablet Time sessions, and 45 were distributed. One web page was created with information and an app list. We now have a collection of over 200 apps and ebooks (about 130 have been thoroughly evaluated so far, and we are getting ready to deploy a new web page and handouts with recommendation lists based on the early literacy activities: talk, sing, read, write, play).

Project Outcomes (if applicable)

Please state the outcomes and the results of your evaluation.

100% of Library staff who attend training reported increased confidence and skill in adapting evaluation skills to the app format and comfort and skill with incorporating screen technology into Early Literacy classes.

The average score for confidence in evaluating apps or ebooks increased from 2.57 (out of 5) to 4.5. The average score for confidence in incorporating screen technology into Early Literacy classes increased from 2.28 to 4.

100% of surveyed parent participants reported feeling more confident about making screen time decisions with their children and about their ability to find apps and ebooks to use with their children after attending the "One Big Appy Family" parent education programs. 66% of parents surveyed felt more confident about their ability to evaluate apps or ebooks to use with their children.

Additional Project Outcomes

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

1. Our "One Big Appy Family" parent education programs drew several parents of older children, even though they were advertised and marketed to parents of preschoolers. Feedback from the parents in attendance indicated that there is a strong desire for quality digital resources for older elementary and middle school aged children as well, and that this could be a good target demographic when we are ready to expand our program.
2. Our staff were encouraged to add at least one digital element into at least one week of their 4-week early literacy classes. All of them felt comfortable and excited enough about the technology that they far exceeded that goal and added digital elements to every session. In many cases it was a very simple addition, projecting content from the iPad onto the large screen TV: a keynote presentation with song lyrics to accompany storytime music, or using a digital version of a favorite book to make the book more visible to a large group. This was very successful and we got a lot of positive feedback.
3. We did get some feedback from 4 parents that they would prefer a screen-free storytime, so we are continuing to monitor and discuss the digital elements with parents and will consider having at least one completely non-digital storytime in the future if there is demand for it.

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 our focuses during the parent education programs and our early literacy classes was to emphasize to parents the importance of joint engagement around technology and how technology can be another tool for building relationships. We were very happy to get comments and stories from parents that demonstrated that they took this to heart. One mom, talking about Tablet Time, said "It's a great class! We really enjoy coming. It's very helpful to preview apps before buying and to get new ideas for ways to play with my daughter." Another mom said "All four weeks were fabulous. We loaded our iPad with lots of cool stuff and love doing it together." A dad told us "This class was amazing. I spent quality time with my daughter learning about apps for our tablet I had no idea were available." Those were exactly the kind of stories we wanted to hear: "ways to play WITH my daughter;" "love doing it TOGETHER;" "quality time WITH my daughter."

Another great story: one of the moms who was initially resistant to the use of digital elements in the early literacy storytime recently came to the children's desk to inquire about an app (Letter School) that was used in the storytime. She was excited to use it at home with her daughter. While we don't expect every parent to want to use digital technology with their children, we are happy that our patrons are seeing the value of the apps and digital elements that we incorporated into our classes.

Exemplary Project

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

The program has been very well-received in our community, and our staff feel empowered and excited to try new things and continue to explore digital technology in early literacy classes. We learned a great deal through the project, and would offer the following tips for success:

1. Training staff thoroughly on both the technical use of the equipment as well as content evaluation and use was a huge part of our success.
2. Have a high-level manager or administrator actively involved in the project; they can push through road blocks and let front-line staff focus on service implementation. This worked very well for us.
3. Finding and evaluating apps takes a lot of time. However, you really don't need many apps to get going - start small and work towards building a collection as you have the ability.
4. A great way to start is just to find digital versions of favorite books, and project books and song lyrics on a larger screen. We found that really increased childrens' engagement and parent participation in the early literacy classes.
5. If you want to offer parent education, offer a program for kids at the same time - otherwise it is too challenging for the parents to come. We are now talking to PTA groups to incorporate parent education elements from the library in their meetings, which we think will be a better way to reach that audience.

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!

Include a space for "lessons learned" or "what we would do differently" on the narrative final report - I tried to work it into my narrative a bit, but there wasn't an obvious place for it and I think it's important if the projects will be used as models for other libraries.

In every other respect I found the State Library process to be very workable and the staff to be incredibly helpful. It's been a very positive experience.

file:mcp/lsta/managegrant/1314