CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)

Final Program Narrative Report
(LSTA Form 9)

Grant Information

Library Jurisdiction	Shasta County
Project Title	Teen Creation Station
Grant Award #	40-8294
Grant Period	2013/2014
Amount of Grant Award	12,000
Amount of Grant Expended	12,000
Local Match	0
In-Kind	15,866
Total Amount of Project (amount expended + match + in-kind)	27,866
Number of Persons Served (should not include total population of service area or potential population to be reached)	310

Project Director

Name	Erin Francoeur
Title	Library Director
Library Address	1100 Parkview Ave., Redding, CA 96001
Phone Number	(530) 245-7255
Fax Number	(530) 245-7268
E-mail Address	erin francoeur

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 library will create two Teen Creation Stations: State-of-the art technology hubs with software for creating visual art, both still and motion, composing music, editing movies and any combination of these media. These resources will provide teens with the opportunity to create both academically and self-interest driven technological artifacts, while teaching them skill sets needed for success in the 21st century and spans in-school and out-of-school contexts.

Project Activities and Methods
How did you accomplish the project? What were the steps involved? How did you engage the target audience?
Purchased equipment , software, digital camera, green screen, microphones, lighting, décor, filament for 3D printer, pre-rendered animation characters and animations, etc.
We repurposed a quiet study room and turned it into the new Teen Tech Center.
Installed software, equipment and décor.
Trained staff.
Teen Advisory Board (TAB) members filled out pre-survey/questionaire about their knowledge and comfortability of state of the art technology.
Trained Teen Advisory Board (TAB) members, and created a "dancing troll" video for the Teen Tech Center grand opening during Teen Tech Week. One TAB member used the Teen Creation Station as his Senior project.
Contacted media outlets for the promotion of the Pixar University presentation during Teen Tech Week.
Contacted area high schools promoting Pixar presentation and the new Teen Creation Station software.
Held Pixar presentation and opening debut of Teen Tech Center.
Coverage of grand opening and Pixar by local newspaper "The Record Searchlight" and KRCR news channel during the event.
Purchased books on animation, production, 3D printing and other pertinent support materials.
Started taking appointments for Creation Station use.
Organized and planned animation workshop with Jefferson Thomas entitled "Animate Like a Pro."
TAB created a 5 minute video promoting the summer reading program, and they created several 3D artifacts for teen summer programs.
TAB members filled out post-survey/questionaire about their knowledge and comfortability of working with state-of-the art technology.
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)

One teen Tech Center was created containing all equipment for use by teens.

Pixar University gave a two hour presentation and brought in about 189 people.

We held one animation workshop that lasted 2 days. (Mini summer camp) Attended by nine students.

TAB created 12 short animation clips and one 5 minute Summer Reading program promo clip.

Teens printed 25 Star Trek communicator pins for use in the end of the teen summer Lib-Con program (Comic Con).

One teen printed a replica of his face using the 3-D printer. A very advanced skill inocorporating a lot of problem solving.

Ten teens used the Teen Creation Stations every Tuesday evening from 3:30-7:30 pm during the TAB meetings to create animation clips, print from the 3-D printer and create digital art.

Teens 3D printed characters for a "Fandom Candyland" game. Four characters were printed, and the game was played by 40 teens.

Created one Teen Tech Center sign to make the Center more visible

Teen created art work for Center with inspirational quotes. Six pictures were created, and hung in the Center.

Media Publications:

Teen Tech Week - Pixar presents   Record Searchlight (newspaper)   3/16/2014
          http://www.redding.com/news/2014/mar/15/redding-audience-get-behind-the-scenes-look-at/
          http://infoweb.newsbank.com/iw-search/we/InfoWeb?p_product=NewsBank&p_theme=aggregated
5&p_action=doc&p_docid=14C96B8BB06501F0&p_docnum=1&p_queryname=1

          KRCR Channel 7,   3/15/2014 ,
          http://www.krcrtv.com/living/money/pixar-visits-redding-for-presentation/25054654

          Email to Library newsletter list   12000
          http://library.booksite.com/6990/nl/?list=CNL1&group=EB116

          1/4 page flyers   200   3/8/2014

Column: Innovation and technology benefit young users   Record Searchlight (newspaper)   2/1/2014
          http://www.redding.com/news/2014/feb/01/redding-library-innovation-and-technology-young/

Creation Station   KRCR Ch 7   7/9/2014
          http://www.krcrtv.com/news/local/redding-library-gets-3d-printer/26874256

Animate Like a Pro workshop

          EventBrite   June
          http://www.eventbrite.com/e/sold-out-animate-like-a-pro-teen-tech-animation-workshop-tickets-
12030518605
          Facebook   June
          https://www.facebook.com/events/759957720722649/

          MailChimp   850 educators   June
          http://us3.campaign-archive2.com/?u=82bb7eb0e5c5f5f39b21bb9f2&id=0693f6e33f

Project Outcomes (if applicable)
Please state the outcomes and the results of your evaluation.

Results of the TAB quiestionaire indicate that:

Local area teens now have access to digital creation tools.

Teens learned new skills related to animation, storyboarding and film making.

Teens learned to utilize technology in creative ways.

Teens feel more confident using technology than when they started

Teens indicate that they are happy we have this technology available for use for them for free.

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

The training sessions were well attended, and the teens were enthusiastic about them.

Created partnerships with local schools and other agencies such as Health and Human Services, Crown Camera, and College Options, etc.

The library is building a reputation for being innovative and relevant to the younger generations.

Teens built relationships with each other through collaborating on projects and learning together to create.

The workshop was very successful and has generated more interest in the Teen Creation Stations.

The Teen Creation Stations have generated more interest in the Teen Advisory Board.

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

Jefferson Thomas, a local freelance animator, gave a free workshop to teens about the basics of animation. The two day intensive workshop was a huge success. 9 students showed up and we had a waiting list of 5 teens. After the workshop, a teen that attended commented that the workshop "more than made up for missing the Pixar presentation". We are hoping to schedule more of the workshops in the future.

Teens learned to research technology to solve problems related to the 3D printer. For example, a teen had a 3D scan of his head he wanted to print. However, it was too large for our printer so we researched how to scale the dimensions down. After attempting to print it, we realized it needed supports under the chin otherwise it would collapse. We researched the issue and discovered there was a setting to add supports to the g-code. We were then able to print a replica of the teens head.

Our "Animate Like a Pro" workshop instructor,Jefferson Thomas, had this to say about his class. "I had 9 the first day and 9 the second day. I packed the class pretty well, mixing it with videos and labs. I tried to make it more about doing animation, and showing them new technology and where the industry is heading. I had the kids storyboard and then pitch their storyboards, get feedback, make edits and pitch again. The kids really responded to storyboarding and I think it's a great vehicle for them. In terms of process, I think the sequence is quite good. Starting with the bouncing ball lab, model sheet lab, then storyboarding and the walk cycle. I would add more time to the storyboarding part, and make sure it was a homework assignment, because that gave them time to dream up better stuff.

I think there was genuine interest in more classes!"

Jefferson also indicated that he thought about doing each of the labs as a kind of Khan Academy class so that teens can also do the lab themselves at their own pace.

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

Teens are a problematic group to create programs and events for. It's essential to include them in the planning in order to know what will interest them, and keep them active within the library. Our project became a central point for many other activities. For instance, the kids designed and made icons with the digital art and animation software, and then printed them out with the 3D printer. The icons were then used in a craft project during the library's teen summer reading event "Lib-con." One teen created a teen comic-con game board for the event, and was excited that it would be framed and displayed in the new teen tech center after the event.

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!