

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

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

Grant Information

Library Jurisdiction	Rancho Cucamonga Public Library
Project Title	Digital Literacy Evaluation Project
Grant Award #	40-8255
Grant Period	July 1, 2013 - August 30, 2014
Amount of Grant Award	\$90,892
Amount of Grant Expended	\$90,892
Local Match	\$3,000
In-Kind	\$11,430
Total Amount of Project (amount expended + match + in-kind)	\$105,332
Number of Persons Served (should not include total population of service area or potential population to be reached)	12,384

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: _____ **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 purpose of this project was twofold: one to meet community need and provide technology access to children. The second was to gather information about technology devices for children through independent evaluation; as well as participate in a digital evaluation of devices and software that could be shared with the greater library community. Rancho Cucamonga Library Services (RCLS) was to create a family friendly space offering access to early literacy and educational technology, as well to research incorporating technology through the use of tablets in select children's programming. The independent evaluation was intended to provide findings about the use of technology in a children's space which will benefit the library community, as well as facilitate the needs of our own community.

Our initial purpose was to provide caregivers and their children access to computers, tablets, and software they may not have access to and foster a family friendly environment for developing digital literacy skills. The grant provided two touch-screen AWE Early Literacy Stations at each library (4 total) to bring access to educational software targeting two developmental groups, early learners and school-aged children. Additionally, the project provided 10 iPad tablets for each library (20 total) to allow families to become familiar with current technology and recent software developments. This gave parents the opportunity to learn about software and applications they might want to download on their own computers and devices for their children, as well as share feedback from the research with the greater library community.

RCLS was to work with an independent evaluator to evaluate the use of technology in our Family Tech Space and programs. Consultants through this grant trained library staff about the basics and background on digital device use in libraries and programs. The ultimate goal was to develop best practices and potentially a framework in modeling developmentally appropriate use of software and devices in programming, as well as provide more complete reference and collection services with a working knowledge of appropriate educational software and devices. Once staff were trained, families in the community would have an opportunity to see developmentally appropriate device and media use modeled in programs.

Project Activities and Methods

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

RCLS accomplished this project through careful planning, research, and teamwork, while remaining focused on our purpose, goals, and outcomes. A project of this magnitude, testing new technology, utilizing it with library patrons, and working with a research evaluator called for a strong team. Internally, RCLS formed a team utilizing staff with varied areas of strengths. Staff were needed who had a working knowledge of children and families, technology, able to think outside the box, try new things, and search for creative solutions. Our team contained members from just about every division in the library including: Management, Children's and Family Services, and perhaps most vital to the success of the project our Technology unit.

Another important element of this grant, and part of the grant team, was identifying consultants who also brought a necessary piece to the table; a working knowledge of new media including how it might fit into libraries. Our consultants, through a series of trainings, were able to teach our staff how to identify what new media is, issues surrounding the field, possible uses and future in libraries, best use of new media with children and families, a framework for how to evaluate apps and ebooks, demonstrate uses of an iPad in storytime, recommend a handful of favorite apps and sites where one could search for quality apps, as well as hot topics in the field of apps such as diversity or uses for special needs.

The final member of our team was an evaluator who would be able to research the hardware and software selected for community access in the technology space. The evaluator played a critical role in this grant as they were to help determine the outcomes of this grant and their findings would shape the landscape of future use and research of digital literacy in libraries.

Our target audience was both our community, and their access to technology, as well as our staff, who needed to be trained and model best practices for the community. To engage the community, our library staff marketed and launched our new Family Tech Spaces to the public through in person visits to our storytimes, displays, online advertising through our website, and speaking in person to families in our space. The access of the space was an easy message for our community to understand. The more difficult message for our community, and likely families everywhere, is how to best use technology with their children and in their family.

The Family Tech Spaces were designed to have family style seating and dual headphones to encourage joint parent and child use. Displays were also created in the Family Tech Space with key messages, links to websites for research were advertised, and important questions were displayed to generate discussion. These displays served staff as a jumping off point or tool in discussions with patrons, as well as families not finding their way to staff. Staff openly discussed use of technology in their storytimes, modeled best practices, and discussed reasoning behind use of the technology or app as a tool for storytime and how it related to the ongoing learning at home.

Staff, as a target audience, were engaged through inclusion in this process and trainings. All staff in this process have expressed a vested interest in providing the best services for their community, as seen in responses through surveys. By including staff in the process, sharing all information including goals and scope of grant, this grant also became theirs and they had an understanding of what was trying to be achieved. Staff were interested and excited to be a part of trainings to gain new skills to share with the community.

Some of the steps to accomplish project included:

Initial steps: Team, Planning, Purchasing of supplies (Aug - Dec)

- Assembled staff team: including Children's and Family Services Team, Technology Team including Librarians and RC Information Services (IS) Department, and Consultants.

Children and Family Services: Renee Tobin, Margaret Hatanaka, Angelica Trummell, Wess Garcia

Technology Team: Don Hilliard, Adam Tuckerman, and City of Rancho Cucamonga Information Services Department

Consultants: Cen Campbell and Carisa Kluver

Evaluator: Marianne Martens, Ph.D

- Completed City's Professional Service Agreements (PSA) with consultants and evaluators. Due to challenges with insurance requirements a request for project extension was filed.

- Received City and Information Services Department approval for iPad purchases.

- 4 AWE Early Literacy Stations, mounts, and peripherals were purchased.

- 5 family technology benches were ordered for Family Tech Spaces at both library locations.

Mid project steps (Jan - May) :Trainings, Trials, Retooling

- Initial meeting with consultants Cen Campbell (CC) and Carisa Kluver (CK) to discuss expectations and training dates.

- 20 iPads purchased and received. Apple iPad generation 2 with 16 gb were purchased at recommendation of consultants.

- January - February - Wess Garcia and Adam Tuckerman work with team to determine iPad cases, charging and security solutions. Staff researched and determined that a foam surround case was the best solution for protection against dropping and protection during transport, as well as containing easy grip handles on all sides. Additionally, consultants recommended that a special hand grip attachment be purchased for storytellers, which Wess Garcia researched and selected.

- January - March - RCLS Team develops library plan and protocols for iPad charging, storage, app downloads and curation, transfers between branches, security checks, and roll out in storytimes after March digital literacy trainings from consultants

- January - March - Wess Garcia develops staff technology tip sheets on how to hook up, use, and trouble shoot Apple TV and iPads.

- December - January - Survey storytime participants to collect information including who would be interested in participating in a focus group. Children's Librarians visited each storytime and gave a brief overview of our

grant project, talked about digital media in storytimes and changes in our Family Technology Space, and distributed surveys asking families who would like to participate in a focus group.

- February 10 - 14 - RCLS staff contacted public from storytimes surveys who responded that they would be willing to participate in focus group surveys.
 - February 19 and 20 - Site visit from evaluator Marianne Martens (MM) touring spaces, observing storytimes, interviewing staff, and interviewing families in focus groups from surveys.
 - February 20 - Site visit from CK to review space and discuss needs. Problems identified included not being able to receive wifi connectivity in story theater, how to mirror iPad on to some form of a screen, how to remain mobile with iPad. Questions were posed to our technology team.
 - Technology Librarians Don Hilliard and Adam Tuckerman, as well as the City of Rancho Cucamonga Information Services (IS) Department researched and determined technology solutions for problems to solve internet capability for Apple TV, projection and screens, and iPad mirroring. This solution included petitioning the city for dedicated routers for each story room providing limited internet access for the sole use of storytime programs. This solution also included the assessment that mirroring through televisions versus a projector was the only way to retain mobility of the iPads during programming use.
 - 2 televisions, mounts, Apple TVs, and dedicated routers were selected, purchased, and installed.
 - March - RCLS staff conducted iPad device training including set up, basic controls and operation, and library protocols.
 - March 26 & 27 - First and second Digital Literacy Trainings with consultants CC & CK - topics for staff training included: what is new media, ebook/ book apps/apps overview, challenges of new media, research and support for new media, how to evaluate new media, where to find apps, app curation, samples of new media use in storytimes, and survey staff.
 - April - AWEs and iPads installed. Family Tech Space is opened to public with multiple chairs for joint use, a special collection of items related to media use with children, displays related to information on media use with children, and brochures with links to media use with children.
 - April - Storytellers begin using iPads in storytimes.
 - April 16 - Third Digital Literacy Training - Consultants CC and CK shared successful use and tips for using new media in storytime, hands on app trials, app evaluation and curation, survey staff, and assignment to create sample digital storytimes for next meeting.
 - May 12 - 16 - RCLS staff contacted public from storytime surveys who responded that they would be willing to participate in focus group surveys.
 - May 20 & 21 - Final visit from evaluator MM touring spaces, observing storytimes, interviewing staff, and interviewing families in focus groups.
 - May 21 & 22 - Fourth and Fifth Digital Literacy Trainings - Staff perform sample digital storytimes for each other sharing feedback on optimal use, as well as feedback from consultants CC and CK , Suzanne Flint shared information on child development tie in to new media use, Staff Development Day presentation offered to entire RCLS staff and Whittier Public Library covering highlights of the Digital Literacy Project, purpose of research, new media use in the field, how new media ties in to child development, and where the field hopes to see new media, early literacy, child development, and surveyed staff.
- Late project steps (Jun - Aug) : Retooling, Final trainings, Information Collection, Grant Reporting
- August 6, 2014 - Final Digital Literacy Training - Consultants CC and CK recapped highlights of previous trainings, key points in research to remember moving forward, that new media does need to consider child development, book apps, ebooks, and apps should be used with ages 2 and up, diversity in app curation, and apps for children with special needs.
 - August - Yamada delivery of family benches for Family Tech Space.

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)

- 4 AWE stations and peripherals were purchased and located in the two Rancho Cucamonga Library locations, with 2 stations for each location.
 - 5 family seating benches were purchased and installed
 - 2 Family Technology Spaces were created in sight of library staff. A family environment was fostered with the addition of family friendly seating, dual use seating and headphones, a special collection dedicated to family media, information pamphlets, as well as educational posters.
 - 20 iPads and peripherals were purchased for use in both libraries by families and in programs by staff and patrons, and each iPad was uploaded with quality, age-appropriate children's apps only.
 - It was projected that 1,000 children will use the AWE stations within the first 2 months they are available and the library saw 3,450 children use the computers within the first 2 months.
 - The Family Tech Spaces statistics logged 7,711 computer users. The number of people using computers increased by 41%. The increase is measured using statistics from the previous year, during the same time frame, and with the same number of computer stations. The differences between the two years are the devices and software.
 - 1 Family Tech Space brochure was created with information on family and child media use, app selection, and app recommendations
 - For the term of the grant, library staff projected that iPads would be used at 60% of our programs for young families. iPads were only utilized in programs if the programmer determined that it was age appropriate, a useful tool in presenting the program, and if staff could model age appropriate media and device use.
- iPad "use" in storytime refers to a variety of uses in storytime including: story teller modeling, story teller projecting an app, book app, e-book, or powerpoint program (song words or other programmatic element projected), the group attendees utilizing multiple iPads, or an iPad passed during playtime for parents.
- Due to the training schedule, staff were able to begin using iPads from the April to August time period. Over the 5 month time period, the library utilized an iPad in 232 of 355 programs, or 65% of programs.
- * Storytimes for under the age of two had more limited iPad access, focused more on engaging parents through things like song lyrics and fingerplays as applicable.
 - Baby storytime (ages 0 -23 months) - 53 programs
 - Toddler Storytime (ages 24 -36 months) - 54 programs
 Total use in both programs 40 of 107, or 37%
 - * Preschool storytime (ages 3-5) - iPad utilized in 30 of 57 programs, or 53%
 - * Family Programs (ages 2 and up) -
 - Family Saturdays - iPad utilized in 32 of 44 programs, or 73%
 - Saturday Family Storytime - iPad utilized in 8 of 21 programs, or 38%
 - Friday Family Storytime - iPad utilized in 56 of 60 programs, or 93% of programs
 - Pajama Storytime - iPad utilized in 44 of 44 programs, or 100%
 - * Discovery Club After School Program (ages 6-12) - iPad utilized 22 of 22 programs 100%
 - 7 Digital Literacy Trainings for RCLS staff were conducted with consultants Cen Campbell and Carisa Kluver
 - * 18 hours of staff training including: devices and their use, apps including their evaluation, use, and recommendation, storytime use, current issues and developments in media use in libraries and with children.
 - * 14 staff were trained for programming, while a total of 20 staff attended trainings
 - 4 onsite visits from independent evaluator Marianne Martens
 - * 21 interested families for focus group were provided by library for evaluator through storytime surveys
 - * 17 staff interviews were conducted
 - * 8 storytimes were provided for evaluator observation including toddler, preschool, school age, and family

Project Outcomes (if applicable)

Please state the outcomes and the results of your evaluation.

The outcomes of this project were to provide children and families of the community access to a Family Tech Space, work with an outside evaluator to assess these spaces, and train staff to have a greater knowledge and comfort using technology with children and families.

An outside evaluator, Marianne Martens, Ph.D, from Kent State University School of Library and Information Science was hired to independently assess how the Family Tech Space, including all hardware and software platforms, as well as the physical space itself, were utilized by children, their families, and staff at both Rancho Cucamonga Library locations. Dr. Martens was to develop specific outcomes regarding the effectiveness, benefits, obstacles, detriments, and age-appropriateness of the space and the technology being tested/piloted. Dr. Martens has submitted her assessment and findings in an evaluation which is included with this grant.

Staff were provided with 18 hours of digital literacy training and the original outcome proposed was that 50% of staff would have a greater knowledge and comfort regarding the beneficial use of tablets and apps with young children and their families. According to staff surveys, 78% staff reported at the end of a training a greater knowledge and comfort. This level of comfort is also reflected in staff's choice to utilize iPads in their storytimes, as shown in the outputs section.

Two survey methods were used. One survey was collected from grant consultants CC and CK at each training session on paper. The other survey collected was collected anonymously online. Survey responses from both surveys can be found attached.

In an online survey to storytelling staff, 78% of staff responded. According to the survey, those who responded rated their comfort level in using technology with children in storytime before the grant as: 42% ranked themselves at a mid level status, while 13% felt they needed improvement, and 14% felt they were very uncomfortable with using technology in a storytime with children. After the grant, the survey shows respondents had a dramatic increase with 67% rating themselves extremely comfortable, only 3% listing needs improvement, and none listed as extremely uncomfortable.

In the initial written survey, prepared by consultants CC and CK, 9 storytellers, as well as additional staff, were asked 7 questions relating to comfort level leading a digital storytime and using technology with children, likelihood of leading a digital storytime, level of concern for negative technology impact, worries and excitement in regard to digital devices in library programs. Of the storytellers surveyed, when asked about their comfort level in leading a digital storytime and using technology with children: 33% responded a mid comfort level, while 44% responded on the lower end of the comfort scale and 22% responded on the higher end of the comfort scale.

The final training session, consultants CC and CK prepared a written post survey collecting information on: comfort levels of technology use in storytimes, how the trainings impacted comfort levels, level of concern for negative technology impact on community, and what was most useful about the trainings. The survey revealed that 56% responded as comfortable and 22% gave the highest rating of very comfortable, or 78% responded overall as comfortable, while 22% responded as "OK" or needing some work. When asked about the level of comfort with the library, in general, using apps and e-books in library programming 56% responded as comfortable and 33% responded with the highest level of comfort, or 89% as comfortable with the library using technology in programs, while only 11% responded that they still had some level of concern.

The survey also asked respondents about how much the trainings impacted their level of knowledge and comfort with new media, 45% responded that the trainings had a great impact and 33% gave the highest rating of "a lot of impact", or 77% of respondents said that it had an impact, while 22% gave a mid level response of yes, some form of impact.

The written post survey also asked staff to share their concerns moving forward after the grant was finished. Themes in responses emerged including age appropriateness, logistics of use and staff resources, and staying current with this changing field. The majority of the staff responded that they were concerned with age appropriateness of device, selection of material on devices as age appropriate, and modeling positive use.

OUTCOME: 78% of staff reported a greater knowledge and comfort using tablets and apps with young children and families

Additional Project Outcomes

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

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 purposes of the Digital Literacy Evaluation grant was to provide our community families access to technology. Over the past years, community members had voiced concerns over aging and limited computer access. One particular community member wanted to find out if she could donate her used computer to the library for the children. The message from the community was clear access was an important issue for them.

The final piece that began the grant journey with providing digital access for children and families began at the 2012 National Family Literacy Conference in San Diego and hearing a panel, including Dr. Micheal Robb, Director of Education at the Fred Rogers Institute for Early Learning, discuss the benefits of using quality media and the importance of digital literacy for children. The Digital Literacy Evaluation Grant has helped to provide families in Rancho Cucamonga access to technology. Statistics show the community is coming out and using the space with a 41% increase in use, and families are taking the time to tell us that they like the space and are enjoying the programs, software, and devices provided.

A patron attending a family storytime at the Archibald Library expressed how much they enjoyed the Sandra Boyton interactive Book App in the program. RCLS Storytelling staff also made this app available at the Family Tech Space where patrons could access that book app on their own and enjoy as a family. The patron was very pleased and commented on how much they enjoyed being able to access the app as a family outside of storytime.

A patron at the Paul A. Biane Library attending a family storytime commented to the storyteller how much she appreciated being able to see the lyrics projected on screen and that it helped her to participate and sing along in the program. The storyteller has also reported that families are taking pictures or screen shots with their cell phones of song lyrics and fingerplays to continue using at home.

At the Archibald Library, a patron approached Children and Family Services staff asking where she could purchase an AWE station because her child enjoyed playing the games so much.

Exemplary Project

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

The Digital Literacy Evaluation grant project can serve as an example for libraries. Other libraries following in the foot steps of this grant would provide training for their staff, new skills for staff, as well as continuing to further the research needed in this area.

This grant provided an opportunity for RCLS staff to train, research, and experiment with new technology and cutting edge practices. With additional libraries replicating a similar training and research process best practices could start to be established in the field, new and more complete services could be offered to library patrons, and more research on new media use with children and families could be explored.

The training and experience of RCLS staff serves as a starting point to share what was most useful, challenges, logistical and financial information for planning, and what has been successful in our community. RCLS would be able to share feedback regarding what areas of training staff found most successful, what areas required more training, and what areas of training were not covered. Libraries wishing to replicate this project would need to have a interested community and staff, technical support from their libraries and city, and available staff time to cover library services, as well as training.

RCLS is planning to present at CLA "Be the Change" with fellow grant team members Marianne

Martins and Cen Campbell to review our findings with the library community. Access to relevant grant materials will be posted on the library's website.

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!

file:mcp/lsta/managegrant/1314