CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)

Final Program Narrative Report
(LSTA Form 9)

Grant Information

Library Jurisdiction	San Diego Public Library
Project Title	IDEA Lab (Innovation and Digital Expression Activity) Lab
Grant Award #	40-8256
Grant Period	July 2013 to July 2014
Amount of Grant Award	$95,800
Amount of Grant Expended	$92,219 as of 7/8/14 pending liquidation of outstanding encumbrances
Local Match	$0
In-Kind	$58,807.00
Total Amount of Project (amount expended + match + in-kind)	$154,607.00
Number of Persons Served (should not include total population of service area or potential population to be reached)	140

Project Director

Name	Misty Jones
Title	Deputy Director, Central Library
Library Address	330 Park Blvd, San Diego, CA 92101
Phone Number	619-236-5873
Fax Number	N/A
E-mail Address	mnjones@sandiego.gov

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)

1

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 IDEA Lab is targeted to all teens but will be focused on the students at e3 Civic High for the pilot year. These students will have the opportunity to be exposed to innovative and cutting edge software and other technology as well as programming and other educational activities. The goal of the IDEA Lab is to foster a creative and collaborative environment that also provides 21st century career readiness for youth. |

| **Project Activities and Methods** |
| How did you accomplish the project? What were the steps involved? How did you engage the target audience? |
| The IDEA Lab required a combination of efforts from library staff, teen interns, and community partners. |

The following is a brief description of what each individual/group contributed to the project in order to accomplish goals and engage the teens:

The Project Director assigned a Librarian II in Art, Music & Recreation to be the dedicated IDEA Lab Coordinator. The IDEA Lab Coordinator led 10 staff committee members and 9 teen interns. She was also the liaison between the library and community partners. She dedicated a majority of her time to organizing the internship program and mentoring the teens to be workplace ready, which included multiple one-on-one check-ins, reviewing proper protocol for presentations, tips for how to engage workshop participants, and performing professional evaluations for each intern. The IDEA Lab Coordinator was supervised and mentored daily by the Project Director/Deputy Director and by the Librarian IV in Art & Music.

IDEA Lab staff committee members monitored the IDEA Lab's open hours (15.5 hours a week, after school and on Sundays,) assisted teens and teachers during workshops, gave feedback to the IDEA Lab Coordinator for future programs and services, reviewed intern-led workshops, and promoted the IDEA Lab with flyers and through Facebook. IDEA Lab staff committee members had 5 planning meetings in the winter of 2013/14.

Two notable committee members went the extra mile--one member, an Information Systems Technician at the Central Library, saw to the maintenance and upkeep of all software and equipment in the IDEA Lab, in addition to assisting with workshops. She installed most if not all the software, ran updates, communicated with outside IT, and ensured that the technology was running smoothly.

Another notable staff committee member, a library clerk in the branch libraries who is also a freelance interior designer, used her background to teach workshops. She was the only staff member to teach her own workshops about the program SketchUp, a free drafting program. She has now taught three popular beginners' SketchUp workshops and continues to teach one each month. The newest addition to her programming is an Advanced SketchUp workshop. She also is the only staff member to work on Sundays, making it possible for the IDEA Lab to be open on a weekend day.

Through a partnership with e3 Civic High--the charter high school located on the 6th and 7th floors of the Central Library--the Library was able to provide an IDEA Lab Tech Team Internship that would train and mentor e3 students for 4 months. 9 interns were trained, and 8 interns completed the full program. The

Project Director and IDEA Lab Coordinator worked closely with e3 Civic High's Executive Director and the Executive Assistant to develop an application process, promote the internship, and ensure that interns were meeting standards. The interns came every week to the IDEA Lab and were required to be present for a 2-hour workshop every Wednesday afternoon, in addition to completing 1.5 open lab hours to practice their multimedia skills. At the end of their 8 week training, they received 3 2-hour presentation training workshops from the IDEA Lab Coordinator. The interns then collectively taught 11 1-hour mini workshops for the public, all of which were supervised and reviewed by members of the staff committee.

Training for the IDEA Lab interns was provided by the Library's partner, Media Arts San Diego, who helped develop the program curriculum and was available to the Central Library for any multimedia questions or concerns. Media Arts also advised the IDEA Lab Coordinator on what to purchase for the IDEA Lab. A half a dozen meetings and phone calls occurred, in addition to many emails between Media Arts San Diego and the IDEA Lab Coordinator, before the internship program began.

Through a partnership with the American Institute of Graphic Arts, three graphic design workshops were produced by a multimedia specialist volunteer. Two planning meetings occurred in the winter of 2013.

Through a partnership with CityTV Studios, located on the 4th floor of Central Library, a green screen workshop in their TV studio was presented. Two planning meetings occurred in early 2014.

Surveys for the IDEA Lab staff committee and the IDEA Lab Tech Team Interns were written and administered through surveymonkey by the IDEA Lab Coordinator. Results were analyzed by the IDEA Lab Coordinator.

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)

Anticipated project outputs:

1) 8 workshops a month on a variety of topics: graphic design, landscape design, architecture, music production, video editing, and photo editing. Note about actual outcome: Due to less participation from partners CityTV and AIGA, and more focus on the Tech Team Internship, less public workshops were conducted. Instead, 17 workshops were conducted over the course of 4 months.

2) 4 tech talks with local entrepreneurs. Note about actual outcome: Due to unforeseen circumstances, the Library did not partner with CONNECT, which was going to provide the four tech talks. As a result, we did not have the 4 tech talks.

3) An After School Tech Team with 10 participants. They will create one peer training program and two exhibits for the Library. Note about actual outcome: To focus the Tech Team on one task, only the peer training program was produced and not the exhibit. The Tech Team collectively produced 11 workshops for other teens.

Actual project outputs:

1) 1 logo

2) 1 informational brochure, 500 distributed for all IDEA Lab services (Attachment #1)

3) 1 informational flyer, 250 distributed for all IDEA Lab services (Attachment #2)

4) 1 Facebook page with events and announcements: www.facebook.com/IDEALabSanDiego

5) 1 promotional slide on San Diego Public Library's homepage linking to the Facebook page

6) Application (teacher recommendation form and essay) packet for IDEA Lab Tech Team Internship (Attachment #3)

7) 1 email to San Diego Public Library staff asking for interest in the IDEA Lab staff committee

8) 10 staff members (aides, clerks, and librarians) on the IDEA Lab staff committee

9) 2 staff committee multimedia trainings, 2 planning meetings, and 1 meeting to review IDEA Lab Tech Team Intern applications

10) 4 planning and evaluation meetings with Executive Director of e3 Civic High

11) 4 planning meetings with partner Media Arts San Diego

12) 2 planning meetings with partner AIGA San Diego

13) 2 planning meetings with partner CityTV

14) 1 orientation packet for IDEA Lab Tech Team Internship

15) 1 list of IDEA Lab policies (Attachment #4)

16) 1 Orientation for 9 IDEA Lab Tech Team Interns

17) 8 2-hour multimedia training sessions (taught by a professional multimedia instructor) on Photoshop, iMovie, and Garageband, for 9 IDEA Lab Tech Team Interns

18) 3 2-hour presentation training sessions (taught by IDEA Lab Coordinator/Librarian II) for 9 IDEA Lab Tech Team Interns

19) 1 packet for IDEA Lab Tech Team Interns to complete for presentation training (Attachment #5)

20) 1 informational interview between a professional photographer and IDEA Lab Tech Team Intern

21) 8 30-minute professional evaluations conducted for the IDEA Lab Tech Team interns by the IDEA Lab Coordinator

22) 17 public workshops: 11 1-hour mini workshops (4 iMovie, 4 Photoshop, and 3 Garageband) produced by the IDEA Lab Tech Team interns, 6 2-hour workshops (3 SketchUp, 2 Photoshop, and 1 green screen) produced by staff or partners, with 55 teens total in attendance

23) 7 flyer designs for 7 workshops and 2 service announcements, 50 of each distributed (Attachments #6, #7, #8, #9, and #10 are examples)

24) 1 workshop survey (Attachment #11)

25) 1 evaluation form for staff committee to complete when reviewing intern-led workshops (Attachment #12)

26) 15.5 hours a week of open lab hours monitored by the IDEA Lab staff committee

27) 4 surveys for the IDEA Lab staff committee and the IDEA Lab Tech Team Interns on surveymonkey, 2 administered at the beginning to gage skill level and interests, and 2 administered at the end to gage how much people felt they improved. (Attachments #13 and #14)

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

Anticipated project outcomes:

1) 50% of workshop participants will sign up for another workshop

2) 75% of staff members will report an increased skill level in multimedia and be more comfortable helping patrons with software

3) 50% of students that use the IDEA Lab will report an increased skill level in multimedia and interest in STEM careers. Note about actual outcome: Instead of surveying all students who used the IDEA Lab, which was too overwhelming, we focused on the e3 students on the Tech Team for our pilot year. We saw these students on a regular basis and developed a relationship with them; they became our control group.

Actual Outcomes:

A total of 130 teens took a workshop and/or came in for open lab hours at the IDEA Lab. Out of 17 public workshops (1 green screen, 1 basic graphic design, 5 Photoshop, 4 iMovie, 3 Garageband, 3 SketchUp,) 55 teens attended, and 40% signed up for two or more workshops. In addition, 31% of the 55 teens that attended workshops came to the IDEA Lab's open lab hours.

8 IDEA Lab Tech Team interns completed the internship program from February to June. The interns were asked at the completion of the program if their multimedia skills improved and if they were interested in pursuing a STEM career. Of the surveyed respondents, 100% agreed that their multimedia skills improved. One intern noted "I definitely think this internship increased my multimedia skills because I had no idea how to use Photoshop or Garageband and now I can use those skills for the rest of my life."

67% of survey respondents were interested in a career in STEM, although those that answered that they were not interested expressed interest in careers in the arts that DO include technology, including photography and integrating music into film projects.

Of the surveyed staff committee, 89% of respondents agreed that they improved their multimedia skills. Staff members that improved indicated that the recently purchased Lynda.com accounts (not purchased with LSTA funds but with local funds) helped, and that putting on public workshops solidified technical and teaching skills. One staff member with no multimedia background taught himself Tinkercad (3D printing software,) SketchUp (a drafting program, also used for 3D printing,) and the basics of Photoshop by working in the lab and by assisting with workshops.

Staff members that disagreed cited lack of training and hands-on help as reasons why they felt they did not improve.

The staff committee was also asked if they felt more comfortable helping people with mutimedia questions after working in the IDEA Lab. 78% of staff committee survey respondents agreed that they felt more comfortable helping people in the IDEA Lab, especially those that assisted with workshops or taught their own workshops.

Those that disagreed did not think they knew enough to help the teens and also cited a lack of training and practice.

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

1) Although 3D printers were included in the original grant application, the service was opened to the general public and was moved out of the IDEA Lab. It became clear after the new Central Library opened that the 3D printers were in high demand and attracted a different target group, so they were treated differently from the IDEA Lab.

The diversity of patrons the 3D printers and the IDEA Lab attracted brought the Library's attention to how varied STEM learning can be. From the 3D enthusiasts of the Maker community, to the bohemian teens looking for that perfect shot in Adobe Lightroom, STEM can mean many different skillsets, interests, and career paths. In the future, more programs with different focuses will be created under the IDEA Lab brand to account for the wide variety of target groups.

2) The IDEA Lab is in high demand for adults; adult patrons often ask if they can use the software and equipment. Due to the influx of inquiries, the IDEA Lab will open to adults for a limited amount of hours at the end of September.

3) The After School Tech Team became a paid internship. The interns received a stipend of $300 (not paid with LSTA funds,) which was paid in $150 installments. The interns applied without knowing this and were told after being accepted that they would be receiving compensation.

4) Due to unforeseen circumstances, the Library did not partner with CONNECT.

5) Due to an initial overcommitment from partner CityTV, only one workshop was conducted in CityTV's studio.

6) The partnership with Media Arts was expanded, and the Library continues to work with them on grant opportunities for future IDEA Lab programming opportunities.

7) One intern asked to continue interning during the summer. This opportunity was not available until he showed interest, and the position was created just for him.

8) Due to one intern's passion and interest in becoming a professional photographer, the IDEA Lab Coordinator arranged for an informational interview with a professional photographer who spoke to her about getting her career started and refining her portfolio.

9) 3 2-hour presentation workshops and 1 packet was created to help the interns prepare for their public workshops. This was originally not factored into the teens' multimedia training but was added after consultation with e3 Civic High.

10) 8 individual 1-page professional evaluations were written and discussed for 30 minutes between the IDEA Lab Coordinator and the interns.

11) The IDEA Lab Coordinator will present a poster about the IDEA Lab at CLA 2014 in Oakland. The poster title is "The IDEA Lab: Creation and Collaboration at San Diego Public Library".

12) The ed2go database was not purchased. Instead, four Lynda.com subscriptions were purchased with general funds.

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

The IDEA Lab helped the IDEA Lab Tech Team Interns (9 9th and 10th grade e3 Civic High students) by providing them with a place they could call their own, an opportunity to meet other teens who had similar interests in technology and the arts, and a chance to develop workplace skills.

Over the course of the program, a camaraderie among the interns developed. One intern noted in his survey that the best part about the internship was "meeting new people!" Friendships were formed, and a sense of belonging developed. Here are some examples:

1) Ryan started the internship as a quiet observer, but by the end of the internship showed confidence in the IDEA Lab and at school. The Executive Assistant at e3 Civic High also noted that Ryan blossomed and found "his place" in the IDEA Lab; she observed that he was shy at the beginning of the school year, but became popular among his peers and fellow interns for being smart, approachable, and always helpful. During a busy workshop put on by his fellow interns, Ryan offered his help even though he was not scheduled to teach that day. He jumped right in and enthusiastically started helping one of the students immediately.

2) Garrett, Sierra, and Zoe, did not know each other on the first day of orientation. By the end of the internship, the three of them were inseparable and worked together to put on three successful workshops. Garrett and Zoe even helped Sierra when she made her first short film--they played parts in the film and then took different scenes to edit in Adobe Premiere in the IDEA Lab. The three of them applied to be second year IDEA Lab Tech Team Interns, and they have all been accepted. They are all excited to work together on a multimedia project that promotes the Library and the IDEA Lab.

Interns developed workplace skills, such as time management, creating and giving presentations, working in groups, and communication skills. They were treated like regular employees as much as possible and were held accountable for being on time, meeting deadlines, and treating each other, staff members, and patrons with respect. To meet professional standards, they were given consistent feedback from the IDEA Lab Coordinator. Here are some examples of interns who improved their workplace skills during the internship:

1) Tucker had a difficult time focusing during workshops and with his time management. When it came time to conduct his own presentations, he was paired with an intern who struggled with speaking in public and working with patrons. During their first presentation, Tucker offered his partner the chance to speak more, but was unsuccessful in coaxing her to participate. After three presentations in which he took the lead, Tucker exhibited confidence, poise, and most noticeably, focus. His presentation skills greatly improved due to his receptiveness to feedback and practice.

2) Zoe did not like speaking in public or speaking up in groups. The IDEA Lab Coordinator asked Zoe to practice and plan ahead of her presentations to say at least 5 things. Her group mates were also made aware of this plan so that they knew to give Zoe space to speak up during the presentations. At a school event, Zoe's parents approached the IDEA Lab Coordinator. With enthusiasm, Zoe's parents told the

IDEA Lab Coordinator that Zoe had been practicing at home and that they were shocked when Zoe was working on IDEA Lab projects on the weekends. They noted that the internship was the highlight of Zoe's year. During Zoe's last presentation, she successful contributed by speaking up more than 5 times. She will be returning as a second year intern in the fall.

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

The school partnership with e3 Civic High was exemplary. Both e3 and Library worked closely and benefited from the partnership: the e3 students received training and mentoring outside of the school setting, and the Library was able to offer workshops taught by teens for teens. In addition, the interns from e3 acted as ambassadors for the IDEA Lab and promoted the programs to their friends and classmates. They took pride in the space and were advocates for the IDEA Lab and Library.

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