



# Idea Circus

A pre-conference presentation by the  
Arizona State Library, Archives and Public Records,  
a division of the Arizona Secretary of State  
celebrating best program practices  
Arizona Library Association, 2013

# Idea Circus

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## Ring 2: Community

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## IDEA CIRCUS 2013

**Project:** The Rock Garden

**Library:** Prescott Public Library  
215 East Goodwin Street  
Prescott, AZ 86303-3998

<b>Project Director:</b>	Martha Baden	<b>e-mail:</b>	<a href="mailto:Martha.baden@prescott-az.gov">Martha.baden@prescott-az.gov</a>
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### Project Description:

We created an early literacy play space, called the Rock Garden, for babies, toddlers, preschoolers and their caregivers in an underused space in the children’s area of the library. The expected outcomes of the project were: children, ages 0-5, and their caregivers visit the play space and engage in play that promotes early childhood literacy; and parents and caregivers report increased use of early childhood literacy activities and strategies at home.

#### Key Steps:

- We collaborated on the design with Yavapai College’s Del Webb Family Enrichment Center teachers and additional funding was provided by the Friends of the Prescott Public Library. Area early childhood education professors contributed to the take-away ideas for parents.
- Materials were selected, ordered and installed and the play space opened in November 2012.
- The completed area includes a bench rocking chair, a train/dollhouse table, a puppet theater and dramatic play area, storage for early literacy toys, a “parent bookcase” (books, information about early childhood literacy strategies, materials for a take-away idea for home), children’s books and toys selected to encourage early literacy activities. This free, welcoming destination for families is open whenever the library is open: seven days a week, including three evenings each week.

<b>Partners:</b>	Friends of the Prescott Public Library  Yavapai College Del Webb Family Enrichment Center	<b>Staffing:</b>	Martha Baden  Teresa Vonk
<b>Total Project Costs:</b>	\$20,700.24	<b>Project Dates:</b>	June 1, 2012 – August 1, 2013
<b>Who was the audience?</b>	Children, ages 0-5 and their parents and caregivers.	<b>How many people participated?</b>	13730 visitors to the play space

<b>Materials produced?</b>	Take-away literacy activities	<b>Website:</b>	<a href="http://www.prescottlibrary.info/?p=7951">http://www.prescottlibrary.info/?p=7951</a>
<b>One time or ongoing?</b>	ongoing	<b>Other:</b>	

**Lessons Learned:**

- What did your evaluations tell you? Parents and caregivers were extremely enthusiastic about the Rock Garden, citing the importance of the space for “educational” activities, cooperative play, opportunities to meet other families, and having a dedicated space for young children in the library.
- Did the project work the way you expected? The project exceeded our expectations, but there were a couple of surprises. We had intended to use iPads to gather data, but found parents were so distracted by any technology that they were not as engaged with their children. We also found that while the Rock Garden is successful in so many ways, the biggest challenge was getting parents and caregivers to make the connection between the playing and early literacy. Families were learning how to do some of these activities with children and taking them home, but the metacognition about the process was rarely there.
- What changes would you make? Create more prominence for the parent shelf with signage or placement. It might help parents make the connections mentioned above.
- What advice would you give to others? Enlist the help of partners early, use experts in the field, survey and observe continuously. The comments and observations were not just invaluable for the final report, they were hugely reassuring to staff as we went through the year – it was clear from the data that we were meeting the goals of the project.



## IDEA CIRCUS 2013

**Project:** Interactive Children’s Space: Enhancing Early Literacy through Environment

**Library:** Avondale Public Library  
11350 W Civic Center Dr.  
Avondale, AZ 85323

**Project Director:**

Jesse Caufield

**e-mail:**

[jcaufield@avondale.org](mailto:jcaufield@avondale.org)

### Project Description:

The goal of this project was to create a comfortable, enriching and interactive children’s space for storytimes, outside programming, casual play groups, and individual use. Funds were used to purchase age-appropriate furniture and interactive materials. Community members benefited because families played and interacted within the library environment and saw the library as a center for enhancing early literacy development.

#### Key Steps:

- First we did a pre-interview of parents and caregivers to determine specific needs regarding the children’s space. We used these stated needs to shape the grant request and to determine what was needed to enhance the literacy experience of our young community.
- Once we were granted the funds, we began selecting the furnishings, toys, books and interactive panels to re-design our space. This included meeting with the company representative to design a reconfiguration of our children’s shelving that would be more conducive for shared reading. The project director worked closely with the children’s staff to select pieces that would enhance play and exploration. We looked for pieces that increased motor skills, toys that encouraged imaginative play, and large books and interactive panels that had a literacy component. We also selected furniture that would be appealing, age-appropriate and durable.
- Once the pieces began to arrive, we worked with the furnishings company to get all of the shelving and new furnishings rearranged correctly. We began incorporating the new toys and interactive pieces into our children’s programming, and highlighted to parents the ways that these activities were important in early childhood development.

**Partners:**

City of Avondale  
Neighborhood & Family  
Services: Avondale Family  
Education & Resource  
Program

**Staffing:**

Jesse Caufield with  
assistance from children’s  
department: Daphne  
Purchase, Marisela Muñoz  
and Kelly Bechtel.

<b>Total Project Costs:</b>	\$24,350	<b>Project Dates:</b>	October 2012-July 2013 (completion)
<b>Who was the audience?</b>	Children aged 0-5 and their family and caregivers	<b>How many people participated?</b>	About 400/month
<b>Materials produced?</b>	N/A	<b>Website:</b>	www.avondalelibrary.org
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	

### Lessons Learned:

- What did your evaluations tell you? Our survey evaluations told us that as a whole parents felt more strongly that the library was an environment conducive to early childhood development and literacy. Parents were pleased with the additions, particularly in terms of the new reading spaces. In addition to the surveys, we found that observation of behavior was an important evaluation tool for this project. Before the update, families of children aged 0-5 rarely spent any time in the library outside of selecting books and attending storytime. After the changes, it was common to see caregivers sitting on the new furnishings reading with their children. Families also spent more time playing independently in the children's area.
- Did the project work the way you expected? In general the project did work out mostly as expected. It was very successful very quickly which was quite exciting. This was particularly evident as the final touches fell in line with the beginning of summer reading. It was wonderful to see not only pre-schoolers using the area, but school-aged children interacting with their younger siblings, including sitting and reading to them. The extra toys and interactives did cause an increase in noise in the library, especially just before and after storytimes, which was somewhat expected. The procurement process took longer than expected, so the opening date of the area was pushed back closer to summer, which was not the original timeline.
- What changes would you make? A few of the selected interactive panels have pieces that are significantly large and noisy, and we might have chosen something different if we had some time to test it out. In general though, the furnishings were excellent and the new rearrangement has been really wonderful. It allows children to explore more frequently. We have noticed that the books are frequently messier than they used to be, which may be a product of the heightened easy access.
- What advice would you give to others? I would recommend really looking through as many different furnishing and toy options as possible. There are a lot of options available, and there is a real difference in both price and quality. There are many different ways to approach a redesign and it is daunting to select the right materials. I would recommend thinking about not only the patrons who will be directly using the areas, but also those who will be affected by the use (ie, patrons on computers during nosier times of day).



## IDEA CIRCUS 2013

**Project:** Read to Succeed! First Grade Tutoring

**Library:** Chandler Public Library  
22 S. Delaware St.  
Chandler, AZ 85225

**Project Director:**

Mary Sagar/Cheryl Becker

**e-mail:**

[Mary.sagar@chandleraz.gov](mailto:Mary.sagar@chandleraz.gov)

### Project Description:

The Chandler Public Library's Read to Succeed! program offers small group literacy tutoring services to at-risk first grade students. The goal of the program is to improve their academic achievement by developing and strengthening their oral language and early literacy skills through the use of direct instruction two to three times per week.

### Key Steps:

- The first step in the program was to hire a qualified reading specialist to coordinate the academic aspects of the program.
- The second step in the program was to make decisions regarding the type of technology that we would use and the intervention materials. We chose to use the online database called Learning A to Z in conjunction with Apple iPads to deliver the content to the students. We then developed lesson plans to include key components of a balanced literacy program.
- The next step was the recruitment and training of volunteers, who would act as tutors in the sessions. Once the tutors were found, we provided an in depth training session which included technology and early literacy instruction. Our reading specialist was available to work with the volunteers throughout the year.
- The third step in the process was to identify a literacy liaison at each Title One elementary school in the vicinity of the library. We then worked with the liaison at each site to recommend students in need of intervention in the area of literacy. After students were identified, we assessed them and placed them in groups that were appropriate to their instructional level.
- The next step in the process was to begin instruction.
- The final step was to provide ongoing evaluation of the program by assessing student attendance rates and academic levels to determine the effectiveness of the program.

**Partners:**

Partner One – Chandler Unified School District

**Staffing:**

Grant Coordinator – Cheryl Becker  
  
Ten volunteer tutors.

**Total Project Costs:**

\$30,600.00

**Project Dates:**

July 2012 – August 2013

<b>Who was the audience?</b>	The audience consisted of at-risk first graders in the city of Chandler.	<b>How many people participated?</b>	A total of forty five students participated in the tutoring sessions.
<b>Materials produced?</b>	We printed lesson plans for each tutoring session, and printed materials from the Learning A to Z database to assist in the instruction.	<b>Website:</b>	
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	

### Lessons Learned:

- What did your evaluations tell you?

When examining the reports based on weeks in the program and levels of increase, there are significant factors that seem to have an effect on student progress. First and foremost is the number of weeks in the program. All students that made significant growth of a year or more consistently attended the program for over 20 weeks.

The second factor that is important to note on the reports is the role the volunteer tutor played in the success of the students. Students that had an experienced, consistent tutor or had the majority of their lessons in a one on one setting made the most growth in the program.

All students in the program that participated consistently and received instruction from a consistent skilled tutor made significant growth. Students that attended inconsistently or left the program before being exited showed little or no growth.

- Did the project work the way you expected?

Initially, we expected that the students would progress to the desired reading level within a ten week period. However, the students enrolled in the program were generally one to two years below grade level, and needed to remain in the program for the entire 28 weeks in order to show measurable growth. As a result, we didn't serve as many students as we originally anticipated.

- What changes would you make?

As we continue the program into the 2013-2014 school year, we are examining the following factors: the level of reading students have when entering the program, the experience level of the tutors, and the tutor to student ratio in the group. If students come to our program one or more years behind grade level, the expectation would be that they would need to stay for the entire program. This would naturally limit the number of students that we could serve over the course of

the year. Also, as we recruit new volunteers for the program, we are looking for a minimum level of comfort with technology, and some experience in working with children. The tutor to student ratio is critical, since we saw the most significant growth in students who had a smaller student to tutor ratio. In the future, we will maintain or lower our 4 to 1 ratio in order to see significant growth.

What advice would you give to others?

Organization: It is critical to plan ahead and have all materials for the program easily accessible to your volunteers.

Experienced tutors: Recruit capable and committed volunteers to serve as tutors. They are critical to the success of the program.

Parental buy-in: It is imperative that parents support their children within the program. They must make the commitment to bring their children to each session, and to follow up at home using the materials that they were given during the tutoring session.



## IDEA CIRCUS 2013

**Project:** The Great Reading Adventure

**Library:** Maricopa County Library District  
2700 North Central Avenue, Suite 700  
Phoenix, AZ 85004

**Project Director:**

Caris O'Malley

**e-mail:**

[carisomalley@mclidaz.org](mailto:carisomalley@mclidaz.org)

### Project Description:

The goal of this project is to create an engaging, interactive online learning experience that will make reading over the summer fun for children and will help them to develop a lifelong love of reading. Funds will be used to build The Great Reading Adventure, a customizable, web-based, open source software program designed to manage summer reading programs, that can be used by libraries nationwide. Community members will benefit because children will retain the literacy skills necessary for continued success in elementary school and beyond.

### Key Steps:

- First, we went through the process of finding a developer and awarding a contract
- Then we worked with the developer to conceptualize the project, which resulted in a lengthy Requirements and Design document. After approving this document, we went into formal development, with deliverables being released periodically.
- Then we launched [www.greatreadingadventure.com](http://www.greatreadingadventure.com), where the open source program files will be hosted for download by interested parties. This website also details the progress of the project and support documentation.
- We will implement the software for May 2014 Summer Reading.

<b>Partners:</b>	Phoenix Public Library	<b>Staffing:</b>	
<b>Total Project Costs:</b>	\$150,000	<b>Project Dates:</b>	August 2013
<b>Who was the audience?</b>	Summer reading participants	<b>How many people participated?</b>	Anticipated 100,000+
<b>Materials produced?</b>	Posters, bookmarks, curriculum, etc.?	<b>Website:</b>	<a href="http://www.greatreadingadventure.com">www.greatreadingadventure.com</a>
<b>One time or ongoing?</b>	ongoing	<b>Other:</b>	



# IDEA CIRCUS 2013

**Project:** ReadStrong Program

**Library:** Pima County Public Library  
101 N. Stone Ave.  
Tucson AZ 85701

**Project Director:** Dawn Gardner      **e-mail:** [Dawn.Gardner@pima.gov](mailto:Dawn.Gardner@pima.gov)

**Project Description:**

In its pilot year, the ReadStrong Program has provided free reading tutoring to over 175 Tucson area children, teens, and adults through 285 accessible drop-in sessions. The Program currently offers reading labs at four library branches around the city; in these labs, specially trained tutors establish a safe, relaxed environment in which students develop their reading comprehension skills through web-based software (Achieve3000) and books of their own choosing.

**Key Steps:**

- All ReadStrong tutors and substitute tutors underwent extensive training and professional development from Literacy Volunteers of Tucson (LVT), a leading literacy organization in Tucson; from Wholonomy Consulting, which teaches coaching strategies; and from representatives of the Achieve3000 web-based reading software that we use in the program.
- ReadStrong tutors implemented the vision and methods embodied by LVT— including the importance of honoring the student, strength-based learning, student choice, and providing context for texts— in reading lab sessions.
- ReadStrong tutors evaluated their work in ongoing professional development sessions and team meetings; tutors also measured students’ growth through accomplishments reports designed to track achievements in reading comprehension strategies, facility in using the library, and other areas.

<p><b>Partners:</b></p>	<p>Partner One: Literacy Volunteers of Tucson (LVT), a program of Literacy Connects</p> <p>Partner Two: Wholonomy Consulting, llc</p>	<p><b>Staffing:</b></p>	<p>Project Coordinator: Dawn Gardner</p> <p>4 ReadStrong Tutors: Bria Dolnick, Xochitl Coronado-Vargas, Kimberly Barton, Molly Little</p> <p>5 ReadStrong Subs: Ginger Galloway, Marlene Wright,</p>
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			<p>Hannivett Nabahe, Marylou Krummenacker, Rifka Boswell</p> <p>3 Communications and Systems Staff: Kenya Johnson, Community Relations Manager; Lori Thayer, Graphic Designer; Sherrie Baltes, Website Support Staff</p> <p>4 Branch Liasons: Sarah Batchelder, Debbi Wainwright, Gabriel Partlow, Mary Givins</p>
<b>Total Project Costs:</b>	\$ 48,645 in grant funds	<b>Project Dates:</b>	October 2012-present
<b>Who was the audience?</b>	The ReadStrong Program was created especially for 4 <sup>th</sup> -12 <sup>th</sup> graders, but serves students of all ages.	<b>How many people participated?</b>	From October 2012 through July 2013, 177 students attended sessions, with attendance totaling 910.
<b>Materials produced?</b>	We produced a Prezi for presentations to staff and the public as well as posters, bookmarks, and flyers.	<b>Website:</b>	<a href="http://www.library.pima.gov/calendar/readstrong.php">http://www.library.pima.gov/calendar/readstrong.php</a>
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	
<b>Lessons Learned:</b>			
<ul style="list-style-type: none"> <li>• What did your evaluations tell you? We used a variety of methods to measure our students' accomplishments, and have seen significant growth in their reading comprehension skills, in their facility with using the library, in the amount that they read for pleasure, and in their overall demonstrations of confidence and self-direction.</li> <li>• Did the project work the way you expected? We have seen growth in all of the areas that we expected, and especially in our students' meta-cognitive skills, reading comprehension, and general expressions of self-worth and enjoyment of reading.</li> </ul> <p>We have not seen as much lexile growth (as measured through Achieve3000) as we had anticipated, but we know that it typically takes several years for a new software program to be well-used in the library</p>			

system. We expect that in the coming years more students will use the program regularly and show more lexile growth as a result.

We also saw that the demographic of students who came regularly tended more toward elementary- than middle- and high-school age; we learned to adapt the training we received to work with students at a range of ages and reading levels.

- What changes would you make?

Although we publicized widely in school districts, through partnering organizations, and on the library's website, we might try to do even more community outreach to make sure that Tucson families are aware of the program. We might also experiment with ways to make intake forms, in which students articulate their goals, more regularly used in the program; though the drop-in format has made it difficult, we would like to incorporate a formalized way for students to identify what they hope to get out of participating in ReadStrong.

- What advice would you give to others?

This year, ReadStrong tutors and subs participated in monthly professional development sessions with Literacy Volunteers of Tucson, as well as in monthly team meetings. In these sessions, tutors shared challenges we encountered in the reading labs, brainstormed around solutions, and discussed how to apply reading comprehension strategies in different situations. The monthly team meetings, meanwhile, provided a space in which to share information about library programming and discuss how we could continue to develop and adapt the ReadStrong Program to better meet our students' needs. We believe that this learning community model was a vital part of the program's success, and would recommend that other library programs consider adapting such a model.



## IDEA CIRCUS 2013

**Project:** Digital Literacy Initiative for Cottonwood Youth

**Library:** Cottonwood Public Library  
100 S. 6<sup>th</sup> Street  
Cottonwood AZ 86326

**Project Director:**

Elizabeth Guerra

**e-mail:**

[eguerra@cottonwoodaz.gov](mailto:eguerra@cottonwoodaz.gov)

### Project Description:

The goal of this project is to create a program that increases digital literacy skills for the youth in the Cottonwood community. Funds will be used to create a new teen-friendly space that includes access to a computer lab, and to create workshops for teens that will increase their digital literacy skills. Community members will benefit because there will be a new, welcoming space for youths to spend time that also offers the opportunity to explore digital literacy tools, as well as programming that will teach new digital literacy skills.

First, we added new furniture to the teen area, including a new couch with electronic device charging capabilities, a charging station for cell phones and tablets, and some oversize poof chairs. We also created a new computer lab with eight new laptops in the teen area for internet use, and for the workshops that we planned.

We offer four workshops through the LSTA grant. They are Video Game Development, Digital Photography, Animation, and Lego Robotics. We also purchased four new tablets that we have available for use in the teen area. The patrons sign in to use them, and they get one hour of use at a time.

We are collecting statistics from the workshops, tablet library, computer lab, and the teen area to find out whether the patrons are increasing their digital literacy skills and to see how much the number of tween/teen patrons increases. We are also getting feedback from patrons about what other programs they might be interested in when this grant cycle is finished.

**Partners:**

Partner One: Yavapai College-  
Video Game Development  
Dept.

Workshop Teachers: Abe  
Feinberg, McKenzie Overby

Partner Two: Yavapai College-  
Graphic Design Dept.

**Staffing:**

Staff Person Elizabeth  
Guerra-Youth Services Clerk

Staff Person Jeff Clark-  
Youth Services Clerk

Staff Person Krysta Dehnert-  
Library Assistant I

Staff Person Mary Griffith-  
Library Supervisor

	Workshop Teacher: Jessy Jenkins		Staff Person Vanessa Ward-Library Manager
<b>Total Project Costs:</b>	\$20,000	<b>Project Dates:</b>	June 2013-August 2014
<b>Who was the audience?</b>	Tweens/Teens of Cottonwood, AZ	<b>How many people participated?</b>	Ongoing
<b>Materials produced?</b>	New teen area signage, workshop content	<b>Website:</b>	www.ctwpl.info
<b>One time or ongoing?</b>	Ongoing for cycle of grant	<b>Other:</b>	

### Lessons Learned:

- What did your evaluations tell you? Evaluations are ongoing; there are no final numbers yet. However, reading the workshop surveys completed by the participants indicates that they are very engaged with the workshops and they are learning new skills!
- Did the project work the way you expected? The project is definitely creating new digital literacy skills for a high number of Cottonwood tweens/teens. The workshops are well attended, and the tablet library has high use.
- What changes would you make? We would like to add in more programming with the green screen and the Adobe software. We could also have benefitted from more promotional materials, however the cost for those is too high right now.
- What advice would you give to others? The project takes more time than we initially thought it would. I would advise grant seekers to plan to meet at least once a week throughout the entire grant cycle, and write a staff plan and a timeline before implementing any grant programs.



## IDEA CIRCUS 2013

**Project:** Social Learning Labs

**Library:** Maricopa County Library District  
2700 N Central Ave #700  
Phoenix, AZ 85004

**Project Director:**

Caris O'Malley

**e-mail:**

[carisomalley@mclidaz.org](mailto:carisomalley@mclidaz.org)

### Project Description:

Maricopa County Library District's Social Learning Labs offer technology, experience, and user-driven programming to teens through mobile technology labs. These labs help teens to develop skills, investigate interests, and gain knowledge and experience in a creative environment. Teens in the community get the opportunity to work on projects that focus on three distinct areas: filmmaking, audio recording, and digital art. Each technology lab is equipped with state of the art technology, including Wacom drawing tablets, HD video cameras, music recording hardware, and all the open source software they could dream of. Because we use open source software, teens are free to save their projects and continue working on them at home without having to purchase additional resources. These labs teach teens to use the tools available to them intelligently and creatively, whether they use one of the lab's HD video camera or the video capabilities of their own smartphones.

### Key Steps:

- First, we narrowed down our target areas in order to determine what would best meet community needs. We factored in customer feedback, access to technology, and space required.
- Then, we purchased the equipment and accompanying travel cases. We provided some training to staff and made the kits available for programming.
- And, finally, we deployed the kits. As we went, we made strategic partnerships with youth-based organizations for programming overlap. We also constantly reevaluated programming via customer survey. Each deployment interacted organically with the location and users, so the labs worked differently at every location. Some had close supervision and instruction, while others allowed teens free reign in their creative pursuits.

**Partners:**

Ear Candy Music Charities  
Arizona State University  
Barrett Honor's College

**Staffing:**

**Total Project Costs:**

\$49,611

**Project Dates:**

June 2012 – September 2013

<b>Who was the audience?</b>	Teens	<b>How many people participated?</b>	70
<b>Materials produced?</b>	Teen-produced artwork, writing and video.	<b>Website:</b>	<a href="http://www.mclconnect.org/teen">http://www.mclconnect.org/teen</a>  Not specific to the project, but showcases some of the outputs.
<b>One time or ongoing?</b>	ongoing	<b>Other:</b>	

### Lessons Learned:

- **What did your evaluations tell you?**  
Our evaluations showed that teens' knowledge, comfort and experience with the software and hardware included in the kits increased over time. Teens reported that the labs gave them the opportunity to use technology they don't have access to at home or in school.
- **Did the project work the way you expected?**  
Yes and no. The labs were deployed as we expected they would be, but we found that teens interacted with them differently than expected. A lot of participants opted to work independently, with only occasional interaction, rather than working in groups of friends. Because of the relatively short time periods a lab was deployed (due to space constraints and staff time), many teens didn't get enough time to complete an ambitious project in one sitting. Also, our partnership with ASU didn't work out quite as planned- no interns actually followed through as group mentors (we assume this was because we were unable to pay them anything). Lastly, we were unable to keep everything in the labs open source. Some of the hardware we used had proprietary drivers that would only work on Microsoft Windows (we were running a Linux operating system).
- **What changes would you make?**  
This project really requires a dedicated space. Transporting, assembling, and breaking down the kits was very time consuming and cut down on the amount of time a program could be offered. None of our libraries has enough space for a permanent home, so I would retain the mobile integrity of the project by outfitting a van, bus or RV with the equipment. In addition, I plan on striving for more of a balance between interest-driven exploration and more formal instruction
- **What advice would you give to others?**  
The equipment we got for this project worked very well and I think it's a good starting point for other looking to do something like this. I would encourage incorporating the components of this project into a larger "makerspace" vision. Be sure to make your offerings responsive to teen needs and wants. Some will want formal instruction, while others won't respond to that at all. The important part is, once a teen demonstrates an interest, to let them run with it.



## IDEA CIRCUS 2013

**Project:** College Depot Expansion

**Library:** Phoenix Public Library  
1221 N. Central Ave.  
Phoenix, AZ 85004

**Project Director:**

Judy Reno

**e-mail:**

[judy.reno@phoenix.gov](mailto:judy.reno@phoenix.gov)

### Project Description:

This project expanded college planning services to four additional library branches in the Phoenix Public Library system. Funds were used to purchase five interactive touchscreen computer kiosks and literature display racks to provide college access and planning information to the communities served by these libraries. Community members benefit from having access to the information and support necessary to apply to and pay for college. Monthly workshops are held on topics such as Understanding Financial Aid, Searching for Scholarships, and Finding Your College Fit. In addition to the information available at the college planning hubs, library staff members were trained in college planning fundamentals to provide hands-on support to customers at the branches.

### Key Steps:

- Purchased five interactive touchscreen computer kiosks and other materials
- Provided training to library staff at the four designated branches
- Hosted college planning workshops at the four branches

### Partners:

Phoenix Union High School District  
  
South Mountain Community College

### Staffing:

Judy Reno, Project Director  
  
Elenia Sotelo, Assistant Director  
  
Robert Olmos, Advisor  
Silvia Valadez, Advisor  
  
Designated library staff at four expansion sites

### Total Project Costs:

\$53,563.04

### Project Dates:

6/1/12 – 8/1/13

### Who was the audience?

Teens and their families, current college students, and

### How many people participated?

5,000

	adults interested in college		
<b>Materials produced?</b>	Posters, brochures, and bookmarks	<b>Website:</b>	www.phoenixpubliclibrary.org/collegedepot
<b>One time or ongoing?</b>	ongoing	<b>Other:</b>	

**Lessons Learned:**

- What did your evaluations tell you?

Through our evaluations we learned the following:

- 100% of surveyed students indicated that as a result of the information they received, their knowledge/awareness in the areas of college planning, scholarships or financial aid increased.
- 93% indicated that they received information that will help them take the next step toward college enrollment.

- Through our staff training pre-post surveys, we learned the following:

- 80% had an increase in college planning knowledge.
- 100% had increase knowledge in the area of scholarships.
- 95% had an increase in financial aid knowledge.

- Did the project work the way you expected?

The project went even better than we expected. We had a wonderful response from the community. A total of 1,093 people received direct service through workshops, one-on-one assistance, and community events, and thousands more accessed the self-service college planning hubs. A total of 11 college planning workshops, with 133 participants, were facilitated at the expansion sites. Additionally, staff hosted 52 one-on-one advising sessions. Staff participated in nine outreach events, reaching a total of 908 students. College Depot staff provided six train-the-trainer sessions to teach designated branch staff college planning basics so they can engage patrons at the college planning hubs.

- What changes would you make?

It took a really long time for the kiosks to be designed, purchased and delivered. If I were to start the project over again I would change my timeline to provide much more time for a purchase of that magnitude. However, it was worth the wait. The kiosks came out great!

- What advice would you give to others?

My advice to others would be to link the kiosks up to a website rather than designing an entire user portal. Originally, we were going to design all available pages on the kiosk, but then we realized that the information would be more robust and always up-to-date if we used our website rather than the software.



## IDEA CIRCUS 2013

**Project:** Social Hour and More

**Library:** Coolidge Public Library  
160 W Central Ave.  
Coolidge, AZ

**Project Director:**

Joyce Baker

**e-mail:**

[Joyce.baker@pinalcountyz.gov](mailto:Joyce.baker@pinalcountyz.gov)

### Project Description:

The goal of this project was to introduce new technology to residents. We purchased tablets, accessories, & instructional materials for workshops. We teach participants how to use iPads for photo editing, social media, job searching, & just plain fun. In addition to monthly classes, we also offer patrons one-on-one instruction. Funds were used to purchase tablets: 10 iPads, an iPad Mini, a Kindle Fire HD, a Nexus 7, and a Nook HD+. Accessories included a projector with stand, photo printer, white board, camcorder, digital camera, Justand (for iPad projection), apps, & class supplies. We offer at least one iPad class per month. We began 9/26 with iPad basics. We keep the classes very small, allowing time for individual help. We promote the classes through newsletters, the newspaper, community partners, county library announcements, & personal invitation. The community is very interested in tablet technology, so we highlight the service when we speak to community groups.

### Key Steps:

- Purchased equipment
- Promote and teach the classes to the community

<b>Partners:</b>	Pinal County Library District AZ Workforce Connection	<b>Staffing:</b>	Library Manager Program Coordinator
<b>Total Project Costs:</b>	\$10,250	<b>Project Dates:</b>	June 2013 – Ongoing
<b>Who was the audience?</b>	Residents of Coolidge – mainly adults & teens	<b>How many people participated?</b>	75 – But technology is available as long as iPads are relevant & interest continues.
<b>Materials produced?</b>	Posters, bookmarks, curriculum, etc.?	<b>Website:</b>	
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	

### Lessons Learned:

- What did your evaluations tell you? – Since we were fast-tracked, we have just begun the evaluation process.

- Did the project work the way you expected? – Yes. We have a lot of community interest, and we expect to see an increase once the Winter Visitors arrive. Thanks to a new partnership with the AZ Workforce Connection, we have expanded our program. This partnership, in conjunction with the LSTA equipment purchases, also allows us to offer job-searching classes.
- What changes would you make? – I was surprised how difficult it was to fast-track the program. We did not have time to start working on the project until Summer ended. Working with local vendors took much more time than I anticipated. I would definitely allow more time for future projects. This might not have been an issue if we had our own purchasing department or if we had more than one local technology vendor.
- What advice would you give to others? – Plan enough time for purchases. We found a very inexpensive product that makes our presentations extremely easy called Justand. Link: <http://www.youtube.com/watch?v=a1OtrS2q18I>. It only cost \$90 plus a \$20 computer program. With these two purchases, you can turn an iPad into a document camera. You do not even need a projector.



## IDEA CIRCUS 2013

**Project:** Connect and Learn @ Your Library

**Library:** Sedona Public Library in the Village  
7000 Highway 179, Suite C-102  
Sedona, AZ 86351

**Project Director:**

Cheryl Yeatts

**e-mail:**

[voc@sedonalibrary.org](mailto:voc@sedonalibrary.org)

### Project Description:

The goal of the project was to provide community members with hands-on experiences using the latest innovations that technology offers. After attending workshops at the library, community members gained knowledge about various e-reader devices. Customers also learned how to use the computer to become more familiar with the library patron catalog, how to download e-books, and how to access information using various computer databases. Community members benefited from this grant because they learned what technology to use to best meet their needs.

#### Key Steps:

- First, I assessed the needs of the community by asking many questions.
- After researching grant ideas, I proposed my ideas to staff and asked for their input.
- Next, I drafted the grant and got buy-in from the Director, library staff and the community.
- Finally, I determined the budget and finalized the grant proposal.

<b>Partners:</b>	I did not have a partnership.	<b>Staffing:</b>	Cheryl Yeatts, Manager Library volunteers
<b>Total Project Costs:</b>	\$ 8,369.00	<b>Project Dates:</b>	July 1, 2012 to July 31, 2013
<b>Who was the audience?</b>	Community members in the Village of Oak Creek and visitors to the area	<b>How many people participated?</b>	1800
<b>Materials produced?</b>	Fliers, curriculum, handouts, newspaper articles	<b>Website:</b>	<a href="http://www.sedonalibrary.org">www.sedonalibrary.org</a>
<b>One time or ongoing?</b>	ongoing	<b>Other:</b>	Email blasts, events calendar, library website, library account on Facebook & library e-newsletters.

### Lessons Learned:

- What did your evaluations tell you? Revise handouts, have more workshops, get the word out, best way to disseminate information is by newspaper and library e-newsletter
- Did the project work the way you expected? Project was successful, but there were a few challenges.
- What changes would you make? Implement the project as soon as possible.
- What advice would you give to others? 1. Keep it simple. 2. Do your homework. 3. Don't re-invent the wheel. 4. Ask for help. 5. Be flexible and make changes when necessary. 6. Consider sustainability of the project. 7. Maintain good records during grant cycle. 8. Don't put off writing the final report!



## IDEA CIRCUS 2013

**Project:** Book Buddy  
**Library:** Desert Foothills  
 38443 N Schoolhouse Rd  
 Cave Creek, AZ

<b>Project Director:</b>	Dereth DeHaan	<b>e-mail:</b>	<a href="mailto:ddehaan@dfla.org">ddehaan@dfla.org</a>
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### Project Description:

The goal of this project was to provide access to educational and recreational library materials for homebound individuals in the Desert Foothills Library service area. We screened and trained volunteers to provide a materials selection and delivery service for homebound individuals, thereby enhancing their quality of life, supporting their need for intellectual stimulation, enjoyment, and/personal growth and enrichment.

#### Key Steps:

- Policies and procedures were developed by a consultant working together with the Adult Services Librarian.
- Volunteer Coordinator was recruited and trained. Volunteer information sessions were held, as well as staff training and volunteer orientations.
- Homebound Patrons were identified.
- Large Print and Audiobook materials were added to the collection to meet the needs of those homebound due to visual impairments.
- Project was promoted via newsletters, Meals on Wheels fliers, email blasts, presentations, fliers delivered to doctors' offices and care facilities.

<b>Partners:</b>	Foothills Caring Corps	<b>Staffing:</b>	Adult Services Librarian Volunteer Coordinator Volunteers
<b>Total Project Costs:</b>	\$16,395.00	<b>Project Dates:</b>	
<b>Who was the audience?</b>	Homebound individuals	<b>How many people participated?</b>	70
<b>Materials produced?</b>	Video, flyers, mailers	<b>Website:</b>	<a href="http://www.desertfoothillslibrary.org">www.desertfoothillslibrary.org</a>

<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	
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**Lessons Learned:**

One small but crucial lesson learned was that names matter. We changed the name of the service to “Book Buddy” which was deemed to be more appropriate and have less potential stigma than “Homebound Delivery Service.”



## IDEA CIRCUS 2013

**Project:** Bright Blue Boxes

**Library:** Scottsdale Public Library  
3839 N. Drinkwater Blvd.  
Scottsdale, AZ 85251

**Project Director:**

Michael Beck

**e-mail:**

[mbeck@scottsdaleaz.gov](mailto:mbeck@scottsdaleaz.gov)

### Project Description:

The purpose of this project is to provide engaging, listening and viewing experiences for older adults in residential, nursing and social facilities. Staff and library volunteers delivered distinctive bright blue library boxes containing the same title in large and regular print books, audio and DVD. These were exchanged every month for another set of materials. While visiting the facilities and centers, trained volunteers and staff conducted reading discussions about the book and library resources. Participants benefited because reading and discussions were important to their socialization and cognitive skills. Volunteers and staff benefited because of their engagement in these fulfilling activities. LSTA grant funds were used to pay for program materials such books, cd players, audiobooks and DVD's and portable blue box carriers. During the month the participants had the materials they needed to read the book, listen to the audio book and/or watch the movie. When the trained volunteer returned a month later, discussions took place, facilitated by library staff or library volunteers.

<b>Partners:</b>	Residential/Assisted/Nursing Living Communities  Library Volunteers	<b>Staffing:</b>	2 Library Volunteer Supervisors  Adult Services Coordinator
<b>Total Project Costs:</b>	\$12,378	<b>Project Dates:</b>	5/1/12 – 9/4/13
<b>Who was the audience?</b>	Older adults in residential, nursing and social facilities	<b>How many people participated?</b>	813+
<b>Materials produced?</b>	Discussion Questions, Reading Lists, Volunteer schedule	<b>Website:</b>	N/A
<b>One time or ongoing?</b>	One-time + ongoing	<b>Other:</b>	

### **Lessons Learned:**

Of the 38 surveys submitted from the participants, 35 agreed that the Bright Blue Boxes program had been an enjoyable experience, and 32 agreed that they had learned more about literature. Five people said they had read books that they would not have read otherwise.

We hope that the success of this project will inspire other libraries to produce a similar program. Some insights and unintended outcomes that others may find helpful to make their programs even more successful included:

First, recommend selecting titles in the 400-page range so that residents may read the book within the required month. Secondly, reduce weight in the Bright Blue Boxes to make it easier for older volunteers to move and deliver the boxes. Lastly, selecting more mainstream, best-selling titles also makes it easier to purchase a title in all the available formats for such a program.

Yes, the project worked the way we expected. We reached out to over 800 under-served library customers through targeted outreach. The library promoted library services and programs and fostered the nurturing of adult literacy.



## IDEA CIRCUS 2013

**Project:** Find Your Library's Geocache and Catch Some Adventure at the Library!

**Library:** Navajo County Library District  
121 W. Buffalo, PO Box 668  
Holbrook, AZ 86025

**Project Director:**

Geneva Durkee

**e-mail:**

[gdurkee@navajo.lib.az.us](mailto:gdurkee@navajo.lib.az.us)

### Project Description:

The goal of this project was to spotlight our public libraries to geocaching enthusiasts and other adventuresome spirits, promote visits to libraries and encourage use of updated materials geared for explorers, travelers and outdoor enthusiasts of all ages. Funds were used to acquire collection materials for our target audience, to purchase and equip geocaches and to purchase GPS devices. Community members would benefit because their libraries are offering activities and materials that meet the recreational needs of families, clubs, school groups, retirees, and individuals in a fun and educational way, as they also would become better acquainted with our libraries and the region.

### Key Steps:

- We purchased geocache containers, GPS, and cache contents for 14 libraries; found suitable "hiding" places near the libraries (and inside 2-3), and registered the coordinates at [www.geocaching.com](http://www.geocaching.com)
- The librarians sent book request lists to be purchased to the county library district office which purchased the books centrally, and also numerous DVDs, audiobooks, playaways, and Views on geocaching, travel, geology, rock hounding, gold panning, camping, and other outdoor recreation activities.
- We took advantage of International Geocachers Day Aug. 17, to get publicity out beforehand to promote the project, and made sure we had a number of geocaches ready for the searchers. We then monitored the activity going on by checking the logs posted by the finders on [www.geocaching.com](http://www.geocaching.com).

**Partners:**

14 member libraries in the county

**Staffing:**

County Librarian Geneva Durkee  
Automation technician Clifton Foster

**Total Project Costs:**

\$15,828

**Project Dates:**

May 1 – Sept. 1, 2013

<b>Who was the audience?</b>	Geocachers and potential geocachers	<b>How many people participated?</b>	About 150 within a short time-frame with ongoing participation to date.
<b>Materials produced?</b>	Posters, flyers, and website announcements.	<b>Website:</b>	<a href="http://www.navajocountylibraries.org">www.navajocountylibraries.org</a>
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	

### Lessons Learned:

- What did your evaluations tell you?  
Lots of enthusiastic geocachers are out there and being the “First to Find” is a strong incentive. The very day a cache’s location was posted, some people were right on it. Comments suggest that indeed people learned something about our libraries’ communities and some took the time to investigate the library itself. Some people expressed delight that the library was providing this adventure, and some had visited several in our group.
- Did the project work the way you expected?  
Yes, almost all activities went according to plan and the library staffs of the various libraries were enthusiastic and in several cases tried out geocaching themselves. I think we were rather surprised at just how popular this project was, and how quickly the number of participants grew.
- What changes would you make?  
A few crucial pieces of information we found out later, that geocaches cannot be placed on Indian Reservation land without permission from the tribal government, which impacted five of the member libraries, and that geocaches cannot be placed closer than 528 feet from other caches. Finding these restrictions out later meant that implementation was slowed down in some areas.
- What advice would you give to others?  
Go for it to get a cache for your library! Geocaching has lots of avid enthusiasts and it is a great way to get people in close proximity to the library (and hopefully inside the library) for very little expense. It was very helpful to have someone on staff who was a geocacher himself and had great fun working on the project. It would have necessitated a bit more research to implement without that knowledgeable background.



## IDEA CIRCUS 2013

**Project:** Fort Verde Days Creator Faire

**Library:** Camp Verde Community Library  
130 Black Bridge Road  
Camp Verde AZ 86322

**Project Director:**

Kathy D Hellman

**e-mail:**

[kathy.hellman@campverde.az.gov](mailto:kathy.hellman@campverde.az.gov)

### Project Description:

The goal of this project is for community members to recognize the library as a partner in revitalizing innovation in the community through the venue of a Creator Faire that would continue as a maker space or Alexandria Network space. Community members will benefit when they recognize how non-traditional library services support civic engagement that sustains important community traditions while expanding cooperative learning and economic opportunities.

### Key Steps:

- First, we formed a planning committee and began meeting monthly. One committee member visited a Maker Faire in Las Vegas.
- Then we divided amongst ourselves the individuals and groups to contact for participation in the Creator Faire. We ordered equipment and began talking up the event, doing press releases and newspaper stories, and getting tentative commitments.
- Finally, we planned the layout of the event, created marketing materials, got signed participation agreements, and began assembling supplies & schedules to setup the event.

<b>Partners:</b>	1. Camp Verde Promotions 2. Camp Verde Library Endowment 3. Town of Camp Verde	<b>Staffing:</b>	Kathy Hellman, Director  Gerry Laurito, Library Specialist
<b>Total Project Costs:</b>	\$10,455.00	<b>Project Dates:</b>	From-When October 12-13, 2013
<b>Who was the audience?</b>	Camp Verde Community members and any visitors to the 2013 Fort Verde Days Festival.	<b>How many people participated?</b>	1200 - 1600 came into the Creator Faire, more attended the Festival.
<b>Materials produced?</b>	Posters, program, flyers, banners, sandwich signs, logo, paper	<b>Websites:</b>	<a href="http://www.campverde.az.gov/government/library/whats-">http://www.campverde.az.gov/government/library/whats-</a>

	placemats.		<a href="#">happening/</a> <a href="https://www.facebook.com/pages/Camp-Verde-Community-Library/116242698430057">https://www.facebook.com/pages/Camp-Verde-Community-Library/116242698430057</a>
<b>One time or ongoing?</b>	One time with the intention of repeating it annually at future Ft. Verde Days festivals.	<b>Other:</b>	

**Lessons Learned:**

- What did your evaluations tell you? The idea of getting people together to share what they know or are passionate about with others was very well received by both creators and visitors. Many people said how much they appreciated the fact that there was no entrance fee and no pressure to buy anything.
- Did the project work the way you expected? Not exactly. We expected more interest from technology clubs and local high schools. We discovered that some of those we counted on are very busy at this time of year and we found ourselves scrambling to fill in empty slots at the last minute.
- What changes would you make? We would shorten the Faire to one day – Saturday only and add a fundraiser event on Saturday evening so that we could continue to offer free entrance to the Faire.
- What advice would you give to others? If this is the first time your community has heard of Maker Faire or Creator Faire, it is good to know how members get their information. We found in our community that word of mouth, a personal invitation to participate as a creator was most effective. Even then, it was not easy to get the idea across to folks. Now that we have done one, people have a better idea of what we were trying to accomplish so it will be easier next time around.

Though it was a lot of work, I wanted the actual event to be fun for Library staff and others. I did everything I could to show my appreciation to those participating in our Creator Faire. We had a few reluctant participants who left at the end with smiles on their faces, telling us how much they enjoyed it and to count them in next year. I consider that a success!



## IDEA CIRCUS 2013

**Project:** Greenlight Film Festival

**Library:** Yuma County Library District  
2951 S. 21<sup>st</sup> Drive  
Yuma, AZ 85364

**Project Director:**

Cecilia Young

**e-mail:**

[cyoung@yumalibrary.org](mailto:cyoung@yumalibrary.org)

### Project Description: Yuma Library Film Festival

The goal of this project was: through collaboration between the Yuma County Library District (YCLD), Yuma Film Commission, Kwatsan Radio, and Arizona Western College, launched the Greenlight Film Festival (formerly Yuma Library Film Festival) pilot project at the Main Library and Quechan Community Center, incorporating filmmaking workshops for teen, screening of the films at the Yuma International Film Festival and at the Main Library, and several programs about films and filmmaking for the general public. Community members benefitted because: the number of young adult patrons, through exposure to a humanities filmmaking program, increased as more teens were attracted to the library and now view libraries as trusted, knowledgeable, and safe places for lifespan learning.

#### Key Steps:

- Ordered equipment, software, supplies, collection development materials, contracted with Daniel Golding (presenter) and Catamaran Media (marketing).
- Kick-off party for teens; Yuma Film Commission and Daniel Golding presentations to the public; Daniel Golding filmmaking workshops at Main Library and Quechan Community Center; Classic and contemporary films screened in the Teen Room; Teen films screened at the Yuma Historic Theater as part of the Yuma International Film Festival; Greenlight Film Festival held at the Main Library; .
- Marketing campaign involved a combination of radio, television, a web page, electronic board, and print advertisements. Direct project awareness promotion was conducted by Arizona Western College, Yuma Film Commission, Kwatsan Radio, and through outreach to local schools to inform young adults of the programs. YCLD disseminated information about the Project through press releases, the library's website, the library's event calendar, and social networking accounts. Evaluation report compiled; Youth films posted on YouTube; Evaluation video produced consisting of interviews with the participants and clips from the films that demonstrate the success and impact of the Project in our community.

<b>Partners:</b>	Kwatsan Radio Yuma Film Commission Quechan Community Center Arizona Western College	<b>Staffing:</b>	Bryan Summers, Teen Services Manager  Sarah Wisdom, Community Relations Manager
<b>Total Project Costs:</b>	\$37,163.00 (LSTA award: \$17,217.54)	<b>Project Dates:</b>	6/1/2012-5/3/2013
<b>Who was the audience?</b>	Name the audience: Young Adults/teens and their families, Yuma community residents, Quechan Indian Nation residents; and professional international short film makers	<b>How many people participated?</b>	590
<b>Materials produced?</b>	Short films produced by teens; Evaluation video.	<b>Website:</b>	www.yumalibrary.org
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	

**Lessons Learned:**

- What did your evaluations tell you?  
Qualitative outcome: young adults in Yuma County will learn about the art form of short film making. Success indicators: Success indicators will be recognition by young adults of their understanding and appreciation of one aspect of the humanities (and in particular Yuma filmmaking) through attendance at YCLD's programs and use of resources made available by the Project, and therefore they now view the library as a trusted, knowledgeable, and safe place for lifespan learning. Evaluation methods/tools: Written post Greenlight Film Festival surveys or hand counts of attendees attending the presentations, the party, film showings, film classes, the Film Festival event, and/or explored the other resources available at the Main Library, such as the additional filmmaking books/DVDs. One of the teens, Jennifer Juarez, made a video consisting of interviews with the participants and clips from the films that will demonstrate the success and impact of the Project in our community. Written surveys (25) were returned from workshops and Greenlight Film Festival: 100% said they enjoyed the program; 80% now appreciate the library more; 72% learned more about film making; 100% want a continuation of the program. At the Yuma International Film Festival, by a show of hands, 100% indicated that they enjoyed the program. The teen film makers went on-stage for a question and answer interaction with the audience. The audience consisted of participants from the program, their

families, and professional international short film makers. Participants from the Quechan program had a good presence at both film festivals.

- Did the project work the way you expected?

It worked much better than we had expected. Once we partnered with the Yuma International Film Festival it insured the program would be a community event. Our teens films were shown alongside award winning movies from Sundance and South by Southwest.

- What changes would you make?

We would focus less on the film history programs since they weren't attended by teens and more on the workshops. We would have a screening just for the participants just after the workshops.

- What advice would you give to others?

Get as many people from the community on board. Allow the teens to play with the equipment weeks before the workshop begins. They will be the best advertisement. Make it as much of a red carpet event as possible.



## IDEA CIRCUS 2013

**Project:** 2014 ONEBOOKAZ Goes Digital

**Library:** Arizona Center for the Book at the Arizona State Library  
1101 W. Washington Street  
Phoenix, AZ 85007

**Project Director:**

Donna Throckmorton

**e-mail:**

[dthrockmorton@azlibrary.gov](mailto:dthrockmorton@azlibrary.gov)

### Project Description:

This pilot program will promote Arizonans as content creators, provide opportunities for self-expression, and promote digital literacy skills.

#### Timeline:

- July – Brainstorm potential for digital ONEBOOKAZ
- August – Work with MCLD to create submission process and drop box for judging, prepare rules, order marketing materials
- September/October – Launch promotion for eBook writing competition, providing promotional materials to all public libraries
- November – eBook submissions accepted through the [www.ONEBOOKAZ.org](http://www.ONEBOOKAZ.org) website
- December/January – Judging of entries
- March – Announce winners and open digital access for free downloads of ONEBOOKAZ for Kids, ONEBOOKAZ for Teens, and ONEBOOKAZ for Adults. Libraries to request author visits.
- April – ONEBOOKAZ month with traditional community read programming, author visits, and book discussions.

#### Key Steps:

1. Collaborate with Maricopa County Library District to provide server space and technical support to upload the submissions. Create the rules and regulations for submitting eBooks.
2. We will be screening the submissions throughout the month of November and judge the pool of eligible works throughout the month of December and January. Recruiting Judges – Anyone interested?
3. Once the entries are judged and the featured submissions are selected, we will work with authors to arrange digitally accessible files, author visits and promotion of their work. We will make available a digitally readable download of the selected work from each category throughout the month of April.

**Partners:**

Maricopa County Library District.  
  
Center for the Book at the Arizona State Library.

**Partners:**

Braille and Talking Book Library.  
  
Every Public Library that promotes and plans programming- Thank you!

<b>Total Project Costs:</b>	\$	<b>Project Dates:</b>	July 2013 – June 2014
<b>Who was the audience?</b>	Arizona authors for the competition and Arizona readers for the ONEBOOKAZ community read in April	<b>How many people participated?</b>	Traditional 2012 ONEBOOK participation 117,042. ONEBOOKAZ Goes Digital TBD.
<b>Materials produced?</b>	Posters, bookmarks, curriculum, and website	<b>Website:</b>	<a href="http://www.onebookaz.org">www.onebookaz.org</a>
<b>One time or ongoing?</b>	This pilot program will be ongoing if successful	<b>Other:</b>	



## IDEA CIRCUS 2013

**Project:** Welcome to the Library Videos for Non-English Speakers

**Library:** Pima County Public Library  
101 North Stone Avenue  
Tucson, AZ 85701-1501

**Project Director:**

Tara Foxx-Lupo

**e-mail:**

[tara.foxx-lupo@pima.gov](mailto:tara.foxx-lupo@pima.gov)

### Project Description:

- In an effort to reduce barriers and invite non-English speakers to familiarize themselves with the Pima County Public Library (PCPL) and its wide array of services and programs, PCPL staff sought Library Services and Technology Act (LSTA) funding to create a series of welcome videos.

### Key Steps:

- PCPL approached the Bureau of Applied Research in Anthropology (BARA) during the process of writing a grant to create informational welcome videos for non-English speakers in Pima County.
- BARA performed in depth community based participatory research with the target populations, and the areas of focus within the videos were determined based on this research
- Five second language videos were produced in the following languages: Arabic, Nepalese, Maay Maay, Somali and Spanish. An English mini-documentary was also produced for use in promotion, outreach and professional development.
- PCPL worked with local refugee service providers who will be showing the videos to their newly arrived and established clientele.

### Partners:

- [Bureau of Applied Research in Anthropology \(BARA\)](#)
- Literacy Connects
- [Catholic Community Services of Southern Arizona](#)
- [Horizons for Refugee Families](#)
- [Refugee Focus \(formerly Lutheran Social Services\)](#)

### Staff:

Library staff, BARA staff and interns, local refugee service providers

### Total Project Costs:

\$48,822.75

### Project Dates:

### Who was the audience?

Non-English speakers including recently-arrived refugees in PCPL service area

### How many people participated?

<b>Materials produced?</b>	Six videos	<b>Website:</b>	<a href="http://www.library.pima.gov/using-your-library/welcome.php">http://www.library.pima.gov/using-your-library/welcome.php</a>
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	
<p><b>Notes:</b> PCPL worked with local refugee service providers who will be showing the videos to their newly arrived and established clientele. Library staff was trained to effectively use the videos and are a part of the evaluative process during the first six months the videos are in use. The relationships and partnerships developed through this process were invaluable and will help PCPL to more effectively work with underserved groups and the organizations serving them going forward.</p>			



## IDEA CIRCUS 2013

**Project:** La Herencia del Pueblo: Mexican Heritage Project Photographs

**Library:** Arizona Historical Society – Tucson  
 949 E. Second Street  
 Tucson, AZ 85719

**Project Director:**

Laura Hoff/Alexandria Caster

**e-mail:**

[lhoff@azhs.gov](mailto:lhoff@azhs.gov)

### Project Description:

The Mexican Heritage Project was a groundbreaking effort at the Arizona Historical Society to help preserve and tell a story which was in danger of being forgotten or marginalized—the story of Tucson's Mexican American community from the Gadsden Purchase until World War II. From 1979-1983, a group of dedicated scholars, field historians, archivists, librarians and community members united in an effort to gather photographs and oral histories directly from Tucson's Mexican American community. Archivist Alexandria Caster designed this project to create a digital exhibit of photographs from the Mexican Heritage Project materials at the Arizona Historical Society. Funds were used to hire staff to digitize and create metadata for an Arizona Memory Project of 300 photographs, support an outreach event with speakers who were active in the creation of the original 1980s Mexican Heritage Project, mount a photo display, and advertise the event and the exhibits. This project was intended to benefit local community members and patrons worldwide by providing digital access and enhanced opportunities to learn more about the historical legacy of Arizonans of Mexican and Mexican-American descent.

**Partners:**

Arizona Memory Project

**Staffing:**

Lizeth Zepeda

Donovan Pete

**Total Project Costs:**

\$7118.11

**Project Dates:**

June 2012-August 2013

**Who was the audience?**

Local community members and patrons worldwide

**How many people participated?**

98 people attended the outreach event, and the collection has been viewed over 2000 times since it launched in June 2013.

**Materials produced?**

Digital exhibit, two physical exhibits, bookmarks, postcards, fliers.

**Website:**

<http://azmemory.azlibrary.gov/cdm/landingpage/collect/ahsmexican>

**One time or ongoing?**

Ongoing digital exhibit with one-time event.

**Other:**

**Lessons Learned:**

Our evaluations told us that there was a real need and appreciation for events and programs addressing the complex and important history of Mexican Americans in Tucson.

Our advice would be to carefully plan time commitments for all staff involved in the project. If we could have changed anything it would have been to capitalize more on the initial public excitement about the project to collect more materials that would help fill the gaps in the archival record on Mexican and Mexican American communities.



## IDEA CIRCUS 2013

**Project:** Arizona Memory Project

**Library:** Arizona State Library, Archives and Public Records  
1700 W. Washington St., Ste. 200  
Phoenix, AZ 85007

**Project Director:**

Richard Prouty

**e-mail:**

[rprouty@azlibrary.gov](mailto:rprouty@azlibrary.gov)

### Project Description:

Launched in 2006, the Arizona Memory Project provides Arizona's cultural heritage and related organizations a one-stop, web accessible environment for digital collections. Using LSTA funds, the State Library provides staff to guide the development of the exhibits, including partner recruitment, staff training and support, program promotion. Since its inception more than 85,000 digital objects in more than 180 collections have been made available through the Arizona Memory Project along with associated metadata. The site receives more than a half million hits annually and provides an unparalleled resource for documenting and researching Arizona's diverse history and culture. The site includes photographs, maps, oral histories, video, and collections of legal documents - all fully-text searchable.

#### Key Steps:

- The project was begun in 2006 as a platform for supporting the State Library's various collections. It has expanded as a resource for any non-profit, school, library, museum or historical society as a place to create and publish digital collections and become part of a consortium of large and small organizations in the state who are committed to presenting their unique Arizona history and culture online.
- In an effort to increase visibility and use, the site is exhibited at various cultural celebrations and conferences each year.

**Partners:**

The Arizona Memory Project partners with many different organizations both large and small. All non-profits and government agencies are welcomed and encouraged to take advantage of this resource.

**Staffing:**

The Arizona Memory Project is staffed by one FTE and one intern and receives support from the Arizona Secretary of State's IT department.

**Total Project Costs:**

\$ 165,000

**Project Dates:**

Ongoing

**Who was the**

The Arizona Memory Project

**How many**

The site received over 500,000

<b>audience?</b>	attracts online users from wide demographic and geographic areas. Visitors to the site include researchers, students from grade school through graduate college, tourists (both physical and virtual), teachers, and Arizona researchers of all stripes.	<b>people participated?</b>	hits per year.
<b>Materials produced?</b>	A searchable online database of over 75,000 digital objects, promotional materials, teacher lesson plans.	<b>Website:</b>	www.azmemory.azlibrary.gov
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	
<b>Lessons Learned:</b>			
<ul style="list-style-type: none"> <li>• What did your evaluations tell you? Our evaluations tell us that the Arizona Memory Project serves not only the public but the organizations that partner with us.</li> <li>• Did the project work the way you expected? The Arizona Memory Project continues to work as planned; it continues to grow and increase in its visibility and use as a valued resource of primary source documentation.</li> <li>• What changes would you make? We continue to expand usage of the Project both by increasing our partnerships and extending our use and visibility to the public.</li> <li>• What advice would you give to others? Join the Arizona Memory Project as a partner. It's a way to begin your experience with online exhibits. Use the Arizona Memory Project for your research.</li> </ul>			



## IDEA CIRCUS 2013

**Project:** Flagstaff, AZ: A Look Back in Time

**Library:** Flagstaff City-Coconino County Public Library  
300 W. Aspen  
Flagstaff, AZ 86001

**Project Director:**

Holland Christie

**e-mail:**

[hchristie@flagstaffaz.gov](mailto:hchristie@flagstaffaz.gov)

### Project Description:

The annual "All-Indian Powwow" was a significant event in Flagstaff for many years. For this grant, we digitized our collection of old powwow programs from 1939 to 1990 (some years were missing) and put them on our website. We also digitized old super 8 film that was found in our Archive of the powwow and rodeo, hung up photographs from the powwow to create a permanent display within the library, and created promotional brochures and banners describing the event and detailing how to access the new resource.

### Key Steps:

- First, we received copyright permission from the publishers of the powwow programs.
- Then we sent our programs to the Arizona State Library, Archives and Public Records and our film to Video Conversion Experts in Chandler to be digitized. We chose historical photographs from Northern Arizona University's Cline Library Special Collections department and had them printed, matted, and framed.
- And finally, we worked with a local marketing company to create promotional materials. We then conducted tours and presented the new resource to the County librarians.

**Partners:**

Community organizations willing to host the vinyl banners and hand out brochures, including the Flagstaff Unified School District and the Coconino Center for the Arts.

**Staffing:**

Holland Christie, Public Services Manager  
  
Judy Finney, Librarian

**Total Project Costs:**

\$12,300

**Project Dates:**

September 2011-August 2012

**Who was the audience?**

This resource was intended for anyone with an interest in

**How many people participated?**

We estimated that we served approximately

	Arizona history, specifically Flagstaff history, including all ages of students, residents of Coconino County and the vicinity, and statewide users.		256000 – this is a portion of our door count (we took a small portion to account for views of the permanent display) plus the number of hits to the digital powwow programs on our website over the course of the year.
<b>Materials produced?</b>	Pamphlet with information on the powwow and where to access the digital programs, vinyl banners, and photographs.	<b>Website:</b>	<a href="http://www.flagstaffpubliclibrary.org">www.flagstaffpubliclibrary.org</a>
<b>One time or ongoing?</b>	This digital project will be available through our website indefinitely.	<b>Other:</b>	
<b>Lessons Learned:</b>			
<ul style="list-style-type: none"> <li>• We received so many wonderful compliments from the community regarding the new resource. The librarians in the outlying counties also expressed their excitement. It was especially rewarding to preserve the content of a resource that reflected a unique historical event for our area. The film that we found in our Archive was a completely unique resource and we have ensured that it can be shared in the future.</li> <li>• Did the project work the way you expected? Yes, for the most part.</li> <li>• What changes would you make? We would have presented to more community organizations to help spread the word. Unfortunately, time was an issue.</li> <li>• What advice would you give to others? If this is your first digitization project, it's very important to make sure you have copyright clearance and the support of your IT department since they will have to make the digital materials accessible on your website.</li> </ul>			



## IDEA CIRCUS 2013

**Project:** Assistive Technology Stations

**Library:** Pima County Public Library  
101 N. Stone Ave.  
Tucson, AZ 85701

**Dawn Gardner presenting for PCPL**

**Project Director:**

Amber Mathewson

**e-mail:**

[amber.mathewson@pima.gov](mailto:amber.mathewson@pima.gov)

Emily Mazur

[emily.mazur@pima.gov](mailto:emily.mazur@pima.gov)

**Project Description:**

The goal of this project was to provide Pima County residents with disabilities access to information, services, staff, and technology needed for job-seeking, education and recreation. Funds were used to provide the hardware, software and marketing materials necessary to replicate the technology station currently in place at the Main Library in four of our branch libraries as well as providing one Magic enabled computer at every library. Community members benefit because all residents regardless of their physical abilities will gain greater access to 21<sup>st</sup> century learning tools needed for job-seeking and lifespan learning.

**Key Steps:**

- Purchasing hardware and software components.
- Working with Pima County IT to install hardware and software components.
- Training of library staff and the public in the use of technology and publicity.

**Partners:**

Technology Access Center of Tucson  
  
Southern Arizona Association for the Visually Impaired

**Staffing:**

One Part Time Librarian  
  
One Program Instructor

**Total Project Costs:**

\$ \$59,720.00

**Project Dates:**

August 2012 - ongoing

**Who was the audience?**

Pima County residents needing assistive technology for information access

**How many people participated?**

Currently 35 staff members trained – public training still in progress.

**Materials produced?**

Magnifying bookmarks and updated website. Trifold

**Website:**

<http://www.library.pima.gov/using-your->

	brochure and flyer describing new technology/service.		<a href="http://library/disability/assistive.php">library/disability/assistive.php</a>
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	
<b>Lessons Learned:</b>			
<ul style="list-style-type: none"> <li>• Did the project work the way you expected? Ordering and installing hardware and software took up nearly the entire grant cycle.</li> <li>• What changes would you make? Should have had an assistant project manager on from the beginning of the grant.</li> <li>• What advice would you give to others? Know your institutions limitations in implementing IT components and have an IT person on your planning team.</li> </ul>			



## IDEA CIRCUS 2013

**Project:** Mesa Public Library Goes Mobile

**Library:** Mesa Public Library  
64 E. First St.  
Mesa, AZ 85210

**Project Director:**

Polly Bonnett

**e-mail:**

[Polly.Bonnett@mesaaz.gov](mailto:Polly.Bonnett@mesaaz.gov)

### Project Description:

The goal of this project was to increase virtual access to Mesa Public Library's collections and services. With the purchase of Boopsie's customized mobile app, the Library was able to reach smart phone and mobile device owners, a population that continues to grow. As libraries evolve, so do customer's expectations for the delivery of and access to information. Providing an app has allowed the library to provide quick and easy access for mobile device users.

#### Key Steps:

- First, we partnered with Boopsie to provide and customize a mobile app for Mesa Public Library.
- Then we launched the mobile app in January 2013, and publicized the launch through a press release and publicity material.
- And finally, we monitored usage, publicized the product through City of Mesa utility mailings and continue to look at ways to make the public aware of the app and provide information that they would like to have.

<b>Partners:</b>	Boopsie	<b>Staffing:</b>	Polly Bonnett Brandon Williams
<b>Total Project Costs:</b>	\$20,990.00	<b>Project Dates:</b>	July 2012-August 2013
<b>Who was the audience?</b>	Mesa Public Library cardholders and community	<b>How many people participated?</b>	From Jan 2013 to Aug 2013, we had a total of 11,086 users (by device) and 636,052 queries.
<b>Materials produced?</b>	Flyers, QR Code and Inserts included in the City of Mesa's utility mailings	<b>Website:</b>	<a href="http://www.mesalibrary.org">www.mesalibrary.org</a>
<b>One time or ongoing?</b>	ongoing	<b>Other:</b>	

## Lessons Learned:

- What did your evaluations tell you? Our evaluations were based on statistical usage. We did find a high spike in users following the initial press release, which indicated that publicity did reach a high number of mobile device users and that this product was of interest.
- Did the project work the way you expected? The project is working well and continues to grow in usage numbers. We do have a high number of queries which was a goal of ours.
- What changes would you make? Possibly to market and publicize across more media and more frequently.
- What advice would you give to others? Having a customized mobile app for your Library can be beneficial in many ways, especially in meeting customer demand and expectations for service delivery and access. It is an ongoing cost to maintain; however it is worth thoughtful consideration for long term benefits.



## IDEA CIRCUS 2013

**Project:** DVD & Blu-Ray Retrieval System

**Library:** Parker Public Library  
1001 Navajo Avenue  
Parker, AZ 85344-4999

**Project Director:**

Ruthie Davis

**e-mail:**

[libmgr@ci.parker.az.us](mailto:libmgr@ci.parker.az.us)

### Project Description:

The purpose of this grant was to provide the patrons with up-to-date equipment. To provide the staff with new technology that makes their jobs easier and more efficient. The expected outcome was for efficiency. The staff and patron feel that they are not wasting so much time now.

#### Key Steps:

- With LSTA funds, we purchased a disc retrieval system.
- Library staff had 1 1/2 days of training on the software and then we entered all of our DVD/Blu-Ray and even our MP3-CDs.. Volunteers received three hours of training.
- We promoted the project via made flyers, Facebook, and our website. The system was also featured in an AzLA newsletter article.

<b>Partners:</b>		<b>Staffing:</b>	Library staff and volunteers
<b>Total Project Costs:</b>	\$16,395.00	<b>Project Dates:</b>	
<b>Who was the audience?</b>	All patrons	<b>How many people participated?</b>	
<b>Materials produced?</b>	Flyers	<b>Website:</b>	<a href="http://www.parkerpubliclibrary.az.org/">http://www.parkerpubliclibrary.az.org/</a>
<b>One time or ongoing?</b>	Ongoing	<b>Other:</b>	



## IDEA CIRCUS 2013

**Project:** Media Self-Check, Self-return AKA “Redbox”

**Library:** Globe Public Library  
339 S. Broad St.  
Globe, Az. 85501

**Project Director:**

Marion Steele

**e-mail:**

[msteele@gcdaz.org](mailto:msteele@gcdaz.org)

### Project Description:

The goal of this project is to get media materials to Globe patrons in a timely manner allowing the public to search for media most useful to them—in the library, at home, or on the go. Funds will be used to purchase equipment, much like that of the Red Box video rentals, that provides anti-theft security and operates as a self-check and self-return system for all disc media. Community members will benefit because, there will be less theft of media materials and people will be able to come in and check out media without having to wait for someone to get it from behind the desk.

**Partners:**

**Staffing:**

**Total Project Costs:**

\$58,468.70

**Project Dates:**

September 2013 to  
September 2014

**Who was the audience?**

All community members

**How many people participated?**

We estimate that 2000 will participate by the end of project

**Materials produced?**

Posters, bookmarks, curriculum, etc.?

**Website:**

<http://gcdaz.org>

**One time or ongoing?**

ongoing

**Other:**

### Lessons Learned:

- What did your evaluations tell you? We have not completed an evaluation yet.
- Did the project work the way you expected? Yes, it is going over very well.
- What changes would you make? Place it in a different location.
- What advice would you give to others? Make sure you learn everything about the machine before you purchase one. Marc records have to have certain information in them for the machine to read it.



## IDEA CIRCUS 2013

**Project:** eReaders for eEveryone

**Library:** Arizona State Library, Archives & Public Records  
1101 W. Washington Street  
Phoenix, AZ 85007

**Project Director:**

Mary Villegas

**e-mail:**

[mvillegas@azlibrary.gov](mailto:mvillegas@azlibrary.gov)

### Project Description:

In 2012 the Digital Arizona Library (DAZL) project was developed. The initial goal of DAZL was to develop an e-book platform for all Arizona libraries. To achieve this goal, DAZL members felt that in order for DAZL to be successful, librarians should have the appropriate skills to use DAZL once it was implemented. As a result, the State Library of Arizona developed a statewide training curriculum for librarians, hired a trainer, and created a train-the-trainer curriculum for libraries that wanted to provide training to their staff.

#### Key Steps:

- Developed a subcommittee to guide project and develop budget.
- Hired a trainer and developed a training curriculum and training locations.
- Provided training to 19 locations from Jan 2012-June2013 and distributed 520 tablets/e-readers to 130 libraries.

**Partners:**

Maricopa County Library District and Pima County Library District

**Staffing:**

Mary Villegas  
Paula Wilson

**Total Project Costs:**

\$82,109

**Project Dates:**

Jan 2012 – June2013

**Who was the audience?**

Public libraries.

**How many people participated?**

254

**Materials produced?**

Training guide.

**Website:**

**One time or ongoing?**

Onetime

**Other:**

**Lessons Learned:**

- What did your evaluations tell you? People wanted more hands on training versus just talking about e-readers.
- Did the project work the way you expected? Yes.
- What changes would you make? Make the sessions a bit shorter.
- What advice would you give to others? Make sure there is enough time for hands on training and have plenty of devices available for training participants.