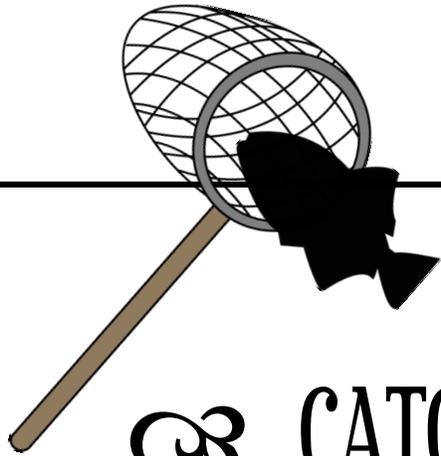


Arizona Library Association
2015 Annual Conference



∞ CATCH OF THE YEAR ∞

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

∞ Collections ∞

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Catch of the Year 2015

Library Name: Camp Verde Community Library

Project Name: Opening Day Collection – Teen Library

Project Director: Dianna Manasse

e-mail: Dianna.Manasse@campverde.az.gov

Project Description

The goal of the project was two-fold:

1. to fund half of the Teen Programs Librarian's salary and to engage teens in a hands-on experience in collection development in preparation for opening a Teen Space in Camp Verde's new library;
2. to provide materials for teens in formats previously unavailable in Camp Verde (i.e. audiobooks, DVDs, music CDs, downloadable music and movies) and to improve access to materials needed by high school for reading/writing assignments.

Key Steps:

- First, we began investigating other ebook vendors besides OverDrive, Axis 360 and Recorded Books and investigating our options for an Opening Day Collection with Baker & Taylor.
- Then, youth librarians, Dianna Manasse and Sebra Choe led our Teen Advisory Board teens through a series of weekly lesson on how to investigate, select and recommend titles for the teen collection.
- Finally, we introduced teachers at local high schools and teens attending our Teens Live! events to resources newly available to teens through the library, and reached out to teens through community events and flyers distributed through the high school.

Partners:	Camp Verde High School Library	Staffing:	
Total Project Costs:	\$48,704.00	Project Dates:	August 2014 – August 2015
Who was the audience?	Teens in Camp Verde, the Verde Valley and Yavapai County	How many people participated?	12 teens immersed themselves in learning collection development processes, dozens of teens and 20 teachers participated in demonstrations of new online and physical resources available to them through the library.
One time or ongoing?	Both, one time ODC but will continue to support teen involvement in collection development and continue to fund the Teen Programs Librarian's position.	Website:	www.cvlibrary.org

Lessons Learned

- What did your evaluations tell you?

Circulation of the Teen Library's physical collection rose 9.2%. Circulation of library e-resources increased 200% over the duration of fiscal year 2015. Teens with library cards increased 32% in fiscal year 2015, teen program attendance increased 42% and teen traffic increased 154%.

- Did the project work the way you expected?

Our greatest challenge came when the Camp Verde Town Council rejected the low bid for the new library building and mandated that we return to the drawing board to find ways to reduce the cost. This delayed our building start date by eight months. We were concerned about losing LSTA Grant funding since the proposal was based on the opening of a new library and the first-ever Teen Library in Camp Verde. The leaders at the AZ State Library worked with us to modify our ideas to focus on adding more formats, especially items that do not take up space on a shelf, since we had no additional place to put them. Additionally, the grant proposal changed when the Yavapai Library Network Steering Committee decided not to contract with an ebook vendor other than OverDrive. However, we exceeded the intent of the project, creating our Teens Live! program whereby we offer weekly library hours for teens only. Without LSTA funding we would have had to reduce the Teen Programs Librarian's weekly hours by half. Support from LSTA funds helped us prove to our Town Council the value of funding a position that supports teen programming and Teen Library hours and gain approval for full funding of the position's part-time salary for fiscal year 2016.

- What changes would you make?

We would not have based the grant proposal on a decision in which we had no control of the outcome (i.e. the building of a new library).

- What advice would you give to others

Invest in teens in your community. Including teens on this project helped us realize that the Teen Library needs to be less about the size of the collection and more focused on building relationships and creating opportunities for teens to succeed in school and in life. Recently, our outgoing TAB president (a high school dropout, when he started with us) offered this advice to the incoming president: "Wanting to set an example for everyone as president motivated me to go back to school. TAB helped me with public speaking and in the classroom. It's been life-changing. My advice to the next president is to give it your all. I would like to see TAB go across the country. Every staff member helped me be a good leader. My best advice is to take their advice."

Catch of the Year 2015

Library Name: City of Douglas Public Library

Project Name: Collection Enhancement Through RFID

Project Director: Ana Urquijo

e-mail: ana.urquijo@douglasaz.gov

Project Description

The purpose of the project is to improve library operations to create a more efficient, organized, and helpful atmosphere for our patrons.

Key Steps:

- Collaborate with the City of Douglas IT Department and the Systems Librarian at the Cochise County Library District to complete the mandatory CicIT Readiness Guide from Tech Logic.
 - The survey requested all of the starting number combinations from our item barcodes. In order to find all of the different barcode combinations that the library had, it required a report generated by our ILS (SIRSI). The report was extensive and in order to rule out old, unused barcodes and cataloging errors, it was necessary to clean up our SIRSI records.
- A tagging manual was issued to the library staff and teleconference calls to Tech Logic were needed in order to prepare the staff for the tagging process.
- Laptops (tagging stations) needed to be configured for the tagging process. Our IT department liaison worked with Tech Logic to download the necessary software to start tagging.
- Extensive weeding of the library's collection was conducted so that items damaged, outdated, or needing replacing would not be tagged.
- The tagging process started and continued for a week. All items that were present in the library at the time were tagged.
- As items started being returned to the library, staff would tag the items before putting them back on the shelves.
- The software and antennas were installed onto all staff computers.
- In order to install the security gates, a Pre-Installation Site Survey was completed by our IT Department.
- The gate installer from Tech Logic took three days to install the gates.
- Once the gates were installed, the library was able to start using the RFID system to its full potential.

Partners:	City of Douglas Tech Logic Corporation	Staffing:	13 Library Staff Members 13 Volunteers
Total Project Costs:	\$60,018.82	Project Dates:	5/1/14 to 5/27/15
Who was the audience?	Library patrons and staff	How many people participated?	13 library staff members and 13 volunteers worked to convert the library to the RFID system
One time or ongoing?	Ongoing	Website:	www.douglasaz.org/library

Lessons Learned

- **What did your evaluations tell you?**

Evaluations of the RFID system conclude that it makes circulation services more efficient, quicker, more organized, and eliminates unnecessary steps for both patrons and staff. The RFID system has both pros and cons. Circulations services have improved and patrons have noticed the decreased wait in line. The RFID antenna and tags are sensitive, the system glitches at times, and tagging items is an extra step in the processing of library materials. Work flow will definitely improve once the staff have gotten used to the transition of the new system.

- **Did the project work the way you expected?**

We expected the RFID system to make the circulation area more streamlined to decrease congestion to benefit the patrons. It was also expected that the system would help the staff manage materials more efficiently to free up time to better serve our patrons in other areas. The system has worked to fulfill these goals. However, with implementing a whole new system there are bound to be a few setbacks in the beginning. The system has glitches and quirks that the staff is still getting used to. Sometimes our ILS and the RFID system have communication errors. These were unexpected in how we had wanted the system to work. Overall, the project worked in the way we wanted, but we are still adjusting to make the system second nature.

- **What changes would you make?**

It would be ideal if the RFID software was not so sensitive. To counteract this sensitivity, the staff has created new ways to work with the system so that errors do not occur.

- **What advice would you give to others**

I would encourage libraries that would like to take on this project to do so. The RFID system has a lot of potential and does help with collection management and circulation services. Converting a whole library to the RFID system is a grueling task and so time management, organization, and staff participation are important. Weeding before converting the library to RFID is necessary and will alleviate headaches for the future. Libraries should not just jump into this project lightly, it takes planning and a conscious decision if this system will work for your library or not.

Catch of the Year 2015

Library Name: Eloy Santa Cruz Library

Project Name: Eloy Enterprise Digitization and Access Project

Project Director: Janet Quackenbush

e-mail: janet.quackenbush@pinalcountyaz.gov

Project Description

The goal of this project is to allow entry to our historic city paper. To digitize the Eloy Enterprise newspapers from 1947-1983 securing admittance to our past! The project will create a repository of digital imaging into preservation quality.

Key Steps:

- Through LSTA grant funds we hired a contractor to digitize and index with OCR.
- We packed and shipped all of the newspapers to the contractor
- The contractor created a website for us with all of the newspapers!

Partners:

Staffing:

Total Project Costs:

\$9300.00

Project Dates:

Who was the audience?

All walks of life!

How many people participated?

2819

One time or ongoing?

ongoing

Website:

<http://eloy.advantage-preservation.com>

Lessons Learned

- What did your evaluations tell you? Google Analytics showed the value of this information.
- Did the project work the way you expected? The analytics exceeded my expectations.
- What changes would you make? Create a more aesthetic website.
- What advice would you give to others ? The efforts are worth it!

Catch of the Year 2015

Library Name: Glendale Public Library

Project Name: eMerging Readers

Project Director: Kathleen Curley

e-mail: kcurley@glendaleaz.com

Project Description

The purpose of the eMerging Readers grant was to introduce a digital collection for children and teens, something the Library had not offered before. Our goal was to enhance not only reading skills but digital skills among those age groups. A secondary goal was to involve families in the reading experience, particularly with younger aged children who had not developed reading skills. With the LSTA grant funds, the library purchased a popular fiction e-book collection for youth and teens. The funds were also used to purchase six tablets and related accessories for use in training and demonstration, and for printed material to promote the new collection.

Key Steps:

- First, the project director evaluated and purchased several tablets for use in training, storytimes, and outreach; then trained participating staff on use of the tablets with the eBooks.
- Concurrently, the library's youth collection coordinator, Kristin Fletcher-Spear, began reviewing and selecting children's and teen eBooks for the library's Axis 360 platform. (The library had set up Axis 360 several months earlier, but as an adult collection only.)
- Once the training tools and e-collection was in place, the library marketed the collection through standard sources, i.e. press releases, flyers, newsletters, brochures. More significantly, programming librarians used the eBooks as part of their regular storytimes; and took opportunity to display and promote the new eBook collection at various outreach events (schools and otherwise). Teen librarians sought input and promoted the new collection through teen library councils and book discussion groups.

Partners:	N/A	Staffing:	Kathleen Curley, Kristin Fletcher-Spear, Greg Kinder; administrative librarians. Carolyn Grote, Kathy Pastores; youth librarians. Kearsten LaBriozzi, Lauren Borga, teen librarians. Polly Stroup, Janet Loyd, Stephanie Gruel; youth library assistants. Marlene Jacobson, technical services librarian. Mike Beck, chief librarian.
Total Project Costs:	\$21,000 from LSTA funds; \$20,609 from in-kind; \$41,609 total.	Project Dates:	From September 2014 – June 2015
Who was the audience?	Younger children, tween, teens, and families.	How many people participated?	Approximately 1400 participated via storytimes, outreach, etc.

One time or ongoing?	Ongoing – the library is already continuing to build on the youth eBook collection that the LSTA funds established.	Website:	www.glendaleaz.com/library/Digital_Media.cfm
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Lessons Learned

- **What did your evaluations tell you?**
Circulation statistics showed steadily growing increase in use of the youth eBook collection, from 173 checkouts in the first six months, to 565 checkouts by the end of the grant period. Interestingly, we'd purchased fewer teen materials than originally planned, but teen materials showed the most significant circulation (over picture books and chapter books). We received very little in feedback from our online survey, however.
- **Did the project work the way you expected?**
For the most part, yes. However, we were dismayed to find that the formatting of some picture books was not "clean," with non-sequential images and text, pagination, and overall poor formatting. We will monitor future picture book purchases, and publishers, more closely.
- **What changes would you make?**
We would identify more active ways to gather survey input. Even creating online surveys that were easy to get to and fill out did not, unfortunately, garner enough responses.
- **What advice would you give to others?**
Evaluate picture book layouts for "fixed" or "flowed" formatting, and try to determine ahead of time if picture book layout and continuity will be compromised by the eBook format. For all other eBooks – including adult – closely evaluate the costs and limitations of titles. For any title/publisher that allows for one-year circulation only, determine if the title/s are popular enough to generate decent circulation during that time. (In other words, determine your ROI on cost, circ, and time limitation.)

Catch of the Year 2015

Library Name: Greenlee Library System

Project Name: Greenlee County Historical Digitization and Preservation Project

Project Director: Karen Soohy

ksoohy@co.greenlee.az.us

Project Description

The purpose of this project was to digitize and preserve Greenlee County historical collections from communities, individuals, county and libraries and promote those collections on a new webpage developed specifically for this project. The page will also be gateway for other internet resources already available on Greenlee County history by making links available to those pages.

Key Steps:

- First, you did this. Made presentations to groups in the area about the importance of historical preservation and digitization. These partnerships were essential in gathering materials and promoting the page.
- Then you did this. Purchased all necessary equipment and supplies for the project and contracted for a web page designer and local author to write narratives for pages.
- And finally, you did this. Gathered the materials, documents and items to photograph and scan and then upload to the website.

Partners:	Duncan Historical PRIDE Society, Clifton Historic Preservation Committee, Greenlee County Historical Society, Greenlee County Board of Supervisors, Duncan Public Library, Clifton Public Library, Blue Library, Morenci Library, Southeastern Arizona Government Organization for Economic Development, Greenlee County Cowbelles, Blue River Cowbelles, Greenlee Chamber of Commerce, Greenlee County Tourism Council, Western Heritage Cultural Center, Town of Duncan, Freeport McMoran, Greenlee County Library Board, Private individuals	Staffing:	Karen Soohy, Project Administrator
Total Project Costs:	\$ 5,000 LSTA \$2,150 Local Funds	Project Dates:	July, 2014 to present
Who was the audience?	Greenlee County residents and the general public through internet access	How many people participated?	15 representatives from various groups helped gather materials and 1 person scanned and organized the items

One time or ongoing?	On going	Website:	www.greenleecountyhistory.org
Lessons Learned			
<ul style="list-style-type: none"> • What did your evaluations tell you? Everyone who accessed the site was very excited about it. They would like to see more items, however we are limited by server space. • Did the project work the way you expected? In most ways yes, but gathering materials from sources was extremely time consuming. Even though people and groups were willing to share, it was very difficult to actually have the materials available when needed. • What changes would you make? Try to create a schedule ahead of time for each group and have one person from that group your contact person. Too many people were trying to gather materials and it got very confusing for them. • What advice would you give to others? Be patient, have a very organized person handling the materials and be sure everything is returned to the groups in a timely manner. 			

Catch of the Year 2015

Library Name: Navajo County Library District

Project Name: Yes, we have eBooks!

Project Director: Geneva Durkee

e-mail: gdurkee@navajo.lib.az.us

Project Description

Navajo County Library District and its member public libraries have limited budgets and had not been able to afford providing bestselling eBooks to our patrons. The LSTA grant funds enabled us to select a vendor, pay for the initial platform set-up costs and acquire a start-up collection of popular materials.

Key Steps:

- First, you did this. – We evaluated the vendors available – Overdrive, 3M Cloud, Axis 360, being the major players for popular reading materials. The feedback that kept cropping up was that 3M Cloud offered the easiest downloading experience with the greatest patron satisfaction. Plus the price was more affordable than Overdrive. We selected 3M Cloud as the eBook vendor.
- Then you did this. - The initial set-up process went fairly smoothly, although the Library District had some staff turnover just as the process was finalized for us to begin ordering eBooks which delayed making the service available by a couple of weeks.
- And finally, you did this. - After ordering all the major bestsellers for the past and current year and getting the links up on the website, we sent out flyers and a news release, and noted that patrons who were interested in eBooks quickly registered and began checking them out. We had almost no problems with patrons not being able to figure out how to download, unlike what we've experienced with our Freading subscription.

Partners:	The 14 public libraries in Navajo County	Staffing: 2	Staff Person Position One: Geneva Durkee, County Librarian Staff Person Position Two: Library automation technician
Total Project Costs:	\$28,700	Project Dates:	August, 2014-August, 2015
Who was the audience?	Public Library Cardholders in Navajo County	How many people participated?	Within the 6 weeks that eBooks were ready for downloading, 110 people had signed up.
One time or ongoing?	Ongoing	Website:	www.navajocountylibraries.org

Lessons Learned

- What did your evaluations tell you?

Our patrons gave feedback that they were very happy Navajo County Library District and its member libraries were now offering bestselling titles as eBooks. They also indicated on the surveys that for the most part they found 3M Cloud “amazing” and easy to use. However, about one-third of the respondents were not interested in eBooks and preferred print materials. There was some feedback (via email and phone) wondering if the regular Kindle could be used (3M Cloud only works with Kindle Fire), and those patrons were disappointed. The computer lab instructor at the Show Low Public Library indicated he used 3M Cloud almost exclusively when demonstrating and training in downloading eBooks because it was so easy to use. Patrons were quite happy with it.

- Did the project work the way you expected?

For the most part. The company had a team specifically assigned to work with us and support was great. 3M Cloud’s invoicing was a bit more difficult than expected, and we were so short-staffed that getting publicity out was probably not as much as it should have been.

- What changes would you make?

We are happy with the implementation and having 3M Cloud as our eBook vendor for bestselling titles. Freeding also provides eBooks from small and independent presses.

- What advice would you give to others

If you don’t have a lot of staff or staff expertise to help patrons with downloading, then 3M Cloud is a great vendor because of how easy it is to use. If a low budget is also your situation, then 3M Cloud’s platform is less costly than some other alternative. The problem of regular Kindle users not being able to use 3M Cloud would also have to be considered, although buying a compatible eReader would not be that expensive.

Catch of the Year 2015

Library Name: Scottsdale Public Library System – Civic Center Library

Project Name: Discovery Zone: “Give Kids What They Want”

Project Director: Erin Jones,
Lead Librarian Youth & Teen Services

e-mail: epjones@scottsdaleaz.gov

Project Description

This project created an immersive learning space for children aged 4-8 and their parents and caregivers in a repurposed area of the Youth Room at Civic Center Library.

LSTA grant funds were used to purchase high-interest, age-appropriate collections in three themed categories: Dinosaurs, Things That Go, and Castles & Crowns. Each themed collection features a mix of picture books, non-fiction books, leveled readers, chapter length books and media inter-shelved on attractive display kiosks. Grant funds were also used to purchase two prominently featured collections: “Great Books for Kindergarteners” and “Great Books for New Readers”. The themed kiosks and wall mounted “Great Books” collections create truly eye catching displays of high quality children’s materials that are easily accessible to caregivers and children alike.

Hands-on learning activities geared towards school-aged children, as well as an iPad counter featuring tablets loaded with educational apps, were added to the space to encourage self-exploration by children and to compliment the collections of print materials. The Discovery Zone has become an area for school-aged children and their caregivers to explore, create, and discover.

Key Steps:

- Weed and move existing collections and remove traditional library shelving from the space
- Paint and install new flooring in the space using in-kind funds
- Develop concept for custom display kiosks, wall mounted displays, iPad bar, graphics, and signage
- Use LSTA and other grant funds to select and order more than 3,000 new library items
- Research, select, and purchase hands-on learning activities using in-kind funds
- Launch the new “Discovery Zone ” to the public – February 2015
- Survey children and adult caregivers using the space to gauge the impact of the project

Partners:	n/a	Staffing:	Civic Center Library Youth Services Staff
Total Project Costs:	\$ 85,000.00 (\$25,900 LSTA)	Project Dates:	February 2015 - Present
Who was the audience?	Children ages 4-8 and their caregivers.	How many people participated?	The Youth Room at Civic Center Library has had approx. 75,000 visits since February 2015.
One time or ongoing?	Ongoing	Website:	www.scottsdalelibrary.org

Lessons Learned

- Based on surveys of both children and adult caregivers visiting the Discovery Zone space, 56% of adults and 65% of children indicated that they were able to find materials easily in the new space. This was one of our project goals.
- The majority of patrons responded that they were equally comfortable finding library material in both traditional shelving areas of the Youth Room and in the new display kiosks featured in the Discovery Zone. One of the purposes of the project was to look at whether or not organizing library materials by theme or subject area makes them easier to find than when organized by traditional library methods on traditional shelving. Our findings support that while children and adult caregivers like the visual display of materials on the kiosks, findability is much the same in traditional vs. nontraditional set ups. This information is valuable for planning future projects.
- Adult caregivers preferred the Great Books collections to the themed kiosks while children responding to the survey indicated they preferred the kiosks. This aligned well with our target audiences for these collections – the kiosks were intended to encourage self-discovery and selection of materials by children while the Great Books collections were intended to make the selection of high quality materials fast and easy for adult caregivers.
- Library staff have observed (and patron survey responses have confirmed) that the creation of the Discovery Zone area at Civic Center Library has resulted in children visiting the library more often and staying for longer periods of time. School-aged children and their adult caregivers have a comfortable space filled with immersive learning opportunities, technology, and high-quality print materials in which they can play and learn together.
- The project worked much the way we expected. We believed the collections featured on custom display fixtures and iPads would attract the attention of children. However, the hands-on learning activities aimed at school-aged children were more engaging to children and adult caregivers than we initially expected.
- We now rotate activities in the space at least monthly to keep things fresh and engaging for patrons – this was not part of the initial project plan and has required time and resources that we didn't anticipate. We also quickly realized we needed additional seating for adults and children in the space as children wanted to stay and play for long periods of time and there wasn't adequate seating for their caregivers to use or for caregivers and children to use together.
- Scottsdale Public Library has been investing resources in providing hands-on learning spaces for children ages 0-5 over the last several years with much success. Library services for school-aged children were still fairly traditional in terms of providing collections for learning and recreational reading as well as occasional programming. The Discovery Zone project aimed at creating a space for school-age children and their parents to discover, create, and explore together in the library while also providing high interest print materials that children could select to further explore on their own. The Discovery Zone area is an extremely successful space that has resulted in children of the target age visiting more often and staying for longer periods of time to engage with activities, books, and technology.

Community

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Catch of the Year 2015

Library Name: Camp Verde Community Library

Project Name: Library Website

Project Director: Kathy Hellman

e-mail: Kathy.Hellman@campverde.az.gov

Project Description

The end goal of this project was a website with improved access to library information, programs, and resources that meets usability standards, is scalable and expandable, and that staff could maintain and update. Part of the strategy included a photo essay contest intended to drive traffic to the site at its unveiling.

Key Steps:

- First, we investigated several options for creating a new library website. These included a Sharepoint site utilizing our Town IT folks, a website built through CivicPlus and a private web consultant/designer. We simultaneously began laying out the My Camp Verde Photo Contest rules and procedures.
- Then, we chose a Web consultant and custom design package based on HTML5 with a Joomla template and began working with focus groups to determine content and layout. We also started promoting our My Camp Verde Photo Contest to local art students, through print media, personal invitations, social media and television interviews.
- Finally, we analyzed our data, created a plan for the new website and worked with AZ Communications to create a website that is scalable to a variety of devices, is expandable with new modules. We also sponsored a series of well-attended classes called, the ABCs of Taking Better Photographs, as another means of promoting the My Camp Verde Photo Contest.

Partners:		Staffing:	
Total Project Costs:	\$16,240.00	Project Dates:	August 2014 – August 2015
Who was the audience?	Library patrons of all ages, community members in Camp Verde	How many people participated?	We had 120 people participate in the various activities such as classes, focus groups & survey responses
One time or ongoing?	Both, creating a new website is one time, allowing it to evolve as needs/demands dictate is ongoing	Website:	www.cvlibrary.org

Lessons Learned

- What did your evaluations tell you?

Our initial information gathering told us exactly what we suspected: 9 out of 10 people (including library volunteers) didn't even know the library had a website; they just used the online catalog. We installed Google Analytics on the library's page on the Town website and set the page up as the default homepage on the Library's public Internet PCs. The site went from 2 sessions/day at the beginning of February to an average of 26 sessions/day in July at the height of the summer reading program with a bounce rate of 87% and an average session time of 26 seconds. Analytics for the new site show 89 sessions/day with a 57% bounce rate and an average session time of 6 minutes – a promising beginning.

- Did the project work the way you expected?

The project did not go as smoothly as I envisioned. First, the start of our new building was delayed so our original goal of unveiling the new website as part of our Library's grand opening event and displaying the My Camp Verde Photo Contest winners in our new facility was impossible. Then, despite the photography classes, invitations and extensive promotion of the My Camp Verde Photo Contest, only 4 people actually entered it, not what we envisioned or were lead to believe along the way. Then, the person doing the setup and configuration of the Joomla template and modules began experiencing personal problems that delayed the work.

- What changes would you make?

I would have taken better control of the pace of the project by creating a timeline, communicating it more clearly to the consultants and sticking to it.

- What advice would you give to others

I cannot stress enough how vital LSTA funding and support from the State Library has been to our library and entire community. I don't know that our situation is all that unique, but one of the things I continually run into is a total lack of understanding from community members what it is possible to do in a library or through a library website. We keep "knocking their socks off" because they don't know what amazing things libraries all over the country are doing. WE DO! LSTA funding has helped us be the experts in possibilities in our community because we get to show our community what we can do when given the needed support. As readers, we know that showing is much more convincing than telling, and the final results are likely to include continued support from your stakeholders. So, my advice – Don't hesitate. Go for that LSTA grant!

Catch of the Year 2015

Library Name: Glendale Public Library

Project Name: Create, Connect, Collaborate @ Your Library

Project Director: Karen Reed

e-mail: kmreed@glendaleaz.com

Project Description

Create, Connect, Collaborate @ Your Library provided creative arts and collaborative program opportunities for birth through adult participants, with the overarching goal of connecting patrons to one another and to their library.

From September 2014 through August 2015 the Glendale Public Library provided Create, Connect, Collaborate program opportunities to patrons of all ages at all three branches of their libraries. Though a handful of the programs were lectures, in the majority of the programs participants worked together, in groups or pairs, to collaborate on creative projects. During the programs, participants learned new artistic techniques through hands-on application while meeting new members of the community, including library staff. The goal was to expose patrons to new creative methods, introduce them to new people, and encourage them to become repeat library users. Another goal of the CCC project was to partner with neighboring academic library, Glendale Community College, and through a roving reference project initiated there, to market the Glendale Public program and service opportunities to a new audience of “new adult” patrons from the school. The roving reference project allowed GCC librarians to leave the media center and approach students outside the walls of the center, connecting those students to library services at both the college and public libraries.

Key Steps:

- First, library staff identified program ideas based on the parameters of the grant: creative focus; collaborative emphasis; connecting through quality presentations/projects with a library staff person in every program as the face of the library. Additionally, we worked with GCC to purchase appropriate tablets for roving reference and communicated with them about the kinds of statistics we wanted and the results we hoped to achieve with the partnership.
- Next we scheduled and marketed all programs; purchased supplies and learned how to present techniques OR scheduled qualified presenters to lead the programs. We did a big push on the web/online calendar/social media for the CCC programs and used our self-designed logo on every piece of marketing material.
- Finally, we evaluated the written surveys passed out in programs, as well as attendance, and we adjusted programs based on the success of what had gone before. Towards the end of the grant cycle we sent GPL staff to GCC for outreach. Finally, we created a video to capture the written feedback of the participants, interspersed with photos from programs to showcase a year’s worth of program opportunities and community interaction.

Partners:	Glendale Community College	Staffing:	GPL programming staff across 3 branches; 5-8 roving reference librarians from GCC library; 1 GPL outreach librarian; 1 grant coordinator
Total Project Costs:	\$26,024 in LSTA funds. \$22,632.00 in-kind funds. Total of \$48,656.00	Project Dates:	September 2014-August 2015

Who was the audience?	Birth to adult library patrons	How many people participated?	
One time or ongoing?	Officially, one time but the Glendale Public Library intends to continue partnering with GCC for outreach. We also intend to continue offering programs that encourage community collaboration.	Website: www.glendaleaz.com/library	

Lessons Learned

- What did your evaluations tell you? Grant goals of learning a new artistic technique and creating repeat library patrons was highly successful.
- Did the project work the way you expected? The partnership with GCC yielded fewer “new age” patrons than we hoped, but we are continuing to partner with GCC past the grant cycle in order to make GCC students aware of GPL. Plus roving will continue at GCC and reach many more students.
- What changes would you make? Possibly I would focus adult programs into specific series.
- What advice would you give to others – Try all sorts of programs and evaluate as you go.

Catch of the Year 2015

Library Name: Phoenix Public Library

Project Name: Business Roadmap at Hive @ Central

Project Director: Kathy Husser

e-mail: Kathy.husser@phoenix.gov

Project Description

This project created a “Business Roadmap Program” curriculum for the new business resource space at the downtown, main Phoenix Library, Burton Barr Central.

The Phoenix Public Library used LSTA funds to create and facilitate curriculum for the “Hive @ Central” which was a new 2500 square foot co-working space at the Burton Barr Central Library. The space was developed to assist small business owners, artists or other individuals who needed assistance marketing their products and services or developing their business idea. The grant funding helped take this innovative service to the next level to bring the community and much needed resources together through the “Business Roadmap Program (BRP):” a four-week (8 workshop) series of basic business fundamentals which built upon each week’s lesson. A culminating event, the Hive Business Expo, showcased 40 of the BRP graduates alongside 16 of our community partners to celebrate the businesses success and Library’s resources and value in the entire project.

Key Steps:

- Wrote a RFP for a bilingual business consultant to map out the BRP topics & format within the grant established goals
- Reviewed the workshop calendar with consultant to keep classes on a consistent schedule. Then created publicity, and hit the pavement at community events, partner meetings, Univision, radio, other incubator spaces to get the word out about BRP.
- Listened to the participants’ evaluations, and disbanded the outside speaker series at branches, but kept to the core English/Spanish BRP workshops at Hive @ Central. (Folks were familiar with the hive brand at Burton Barr Library, but not at the branch locations we tested the workshops.)

Partners:	CED-City Department Various Community Partners; (AZ Commerce Authority, SCORE)	Staffing: 2 FT (20 hours per week each)	Kathy Husser-Systemwide Coordinator Claudia Leon-Business Librarian
Total Project Costs:	\$ 40,000	Project Dates:	Aug 2014-June 30, 2015
Who was the audience?	Minority and older (35-65) adults who were starting or expanding a business opportunity.	How many people participated?	3,151; during 187 English/Spanish programs 40 confirmed new businesses
One time or ongoing?	Ongoing- Funding for 2016 through WIOA funds in partnership with CED/Phoenix Workforce Connection	Website:	http://www.phoenixpubliclibrary.org/hive

Lessons Learned

There was a large service gap in Phoenix for new business owners, who didn't have the resources for "pay-as-you-go" incubator spaces. The Library met this need of this specific audience with hive @ central and the Business Roadmap Programs.

Top Business Types reported from the Business Roadmap Program – in English:

- ☑ Media/Entertainment
- ☑ Coaching/Consulting
- ☑ Art/Design
- ☑ Education/Training

Top Business Types reported from the Business Roadmap Program – in Spanish:

- ☑ Food/Restaurant
- ☑ Art/Design

Gender percentages:

- ☑ Male – 43%
- ☑ Female – 57%

Age percentages: (Two-thirds were 'mature' entrepreneurs)

36-64 year olds made up over 63% of the participant population

What did your evaluations tell you?

The community had a need for a FREE, foundational, business/entrepreneur service for both English and Spanish speakers. The Business Roadmap Program filled that niche to prepare business owners for the next step.

Did the project work the way you expected?

Yes, even better than expected! The programs were a huge success in both languages, and continue to be successful today, averaging 35 per class session during the same Tuesday/Thursday evening format.

What changes would you make?

The changes we made this year was to include "take away" materials or a workbook so participants can practice the skills they learned during their sessions and also have a resource to refer back too.

What advice would you give to others?

Try it! You don't know what needs go unfulfilled until you try something. Our original partners weren't meeting the needs of our customers and community, but with a great deal of outreach from the grant consultant and library team we succeeded during the grant cycle and into the next year with sustainable funds and a new partner, *Arizona Women's Education and Entrepreneur Center*.

Catch of the Year 2015

Library Name: Pima County Public Library

Project Name: Idea+Space

Project Director: Lisa Bunker & Michelle Simon

e-mail: michelle.simon@pima.gov

Project Description

PCPL created an active learning space where people could find participatory classes on entrepreneurial thinking and support for starting, managing, or growing a business (non-profit and for-profit), integrated with programming that assists people changing careers and navigating today's job market.

Key Steps:

- Implemented programming and changes to the collection in order to create a “one stop shop” for resources related to entrepreneurship, business and career development.
- Coordinated with Facilities and Procurement to remodel Idea+Space.
- Purchased furniture, equipment, promotional items, and print materials to be used for Idea+Space.
- Advertised programming in online calendars across the community including the Chambers of Congress and Arizona Daily Star.
- Leveraged PCPL's social media and website in the promotion of Idea+Space.
- Programming was done in partnership with other community organizations, increasing the overall exposure for Idea+Space.

Partners:	SCORE Women's Business Center YWCA LeadLocal Pima County One Stop	Staffing:	
Total Project Costs:	\$ 65,000.00	Project Dates:	June 15, 2014-July 30, 2015
Who was the audience?	“Work age” individuals who were seeking connection and resources for starting a business, growing a business, finding a job, or exploring new pathways to success.	How many people participated?	2,247 people participated in programming and drop-in sessions. Daily, Idea+Space hosts a minimum of 25 people who are there to work collaboratively using the furniture, whiteboards, and WiFi available for their use. This equates to approximately 6,500 people on an annual basis.
One time or ongoing?	Ongoing	Website:	http://www.library.pima.gov/browse_audience/browse-audience-business-jobs-nonprofits/ http://www.library.pima.gov/author/ideaspace/

Lessons Learned

- Our evaluations were very informative. They helped us to see what we were doing right, but also what we were missing. Our soft launch was very helpful in that we had attendees participate in a survey that asked “What’s the best part about owning your own business?” and “What’s the worst.” Ditto for nonprofits. We were more interested in the “worst” parts because it identified areas where people would be more likely to take time from their day and make the trip downtown. We highly recommend this as a strategy. Here’s the list we worked from: <http://www.library.pima.gov/blogs/post/poll-whats-the-worst-part/>
- Overall, the project worked as anticipated. We struggled to align the vision for Idea+Space held by all of the stakeholders (County administrators, PCPL administrators, Grant personnel, PCPL staff). We worked hard to combine all of these “visions” into one cohesive vision that would drive our project.
- We would change the way the project is describe and communicated to staff. This would require extensive “up-front” input from all stakeholders prior to the implementation of the project. We would not change how we established partnerships with community organizations. This has been the best part of Idea+Space and what continues to make it successful.
- You don’t have to do everything all at once. With the implementation of Idea+Space, we significantly increased the number of programs that were occurring in the library. This has a direct impact on personnel, schedules, and equipment. This was particularly salient for us since we suffered a budget crisis during the implementation of our project and were unable to address staffing capacity issues. Working with community partners and creating a sustainable model for programming will help a project like this continue to grow.

Catch of the Year 2015

Library Name: Pima County Public Library

Project Name: Talk, Read, Sing, Play, Everywhere, Everyday!

Project Director: Beth Matthias-Loghry

e-mail: beth.matthias-loghry@pima.gov

Project Description

Pima County Public Library expanded storytime, early childhood and parent engagement services, with strategies, workshops, presentations, consultations and content tools in order to reach out with early literacy learning; empowering parents to read to their children and give them resources to make literacy experiences a part of their child's life. Funds were used to promote an early literacy app and related activities during family literacy sessions, caregiver training and library programming. Community members were supposed to benefit with the delivery of early literacy services to families of all socioeconomic levels, particularly parents who cannot send their children to preschool.

Key Steps:

- Library worked with partners to integrate technology and social media into both its and partner organizations' complementary early childhood and parent and caregiver engagement services
- Provided enhanced early literacy resources including a mobile app to extend the reach to both underserved parents and caregivers.
- Provided training, demonstration and large format events around integrating early literacy and reading into daily activities and utilizing them to foster children's natural curiosity about the world.

Partners:	Make Way for Books Pima County Health Department	Staffing:	Elizabeth Soltero Beth Matthias-Loghry
Total Project Costs:	\$20,000.00	Project Dates:	Sept, 2014-ongoing
Who was the audience?	Parents of young children, and advocates of parents with young children.	How many people participated?	
One time or ongoing?	Ongoing	Website:	

Lessons Learned

We learned that library staff especially struggled to focus on the parent education piece, losing sight of how they might parent learner in their role as their child's first teach and with the tools they already use, phones, tablets, internet, etc.

- What did your evaluations tell you? 100% of parents reached felt very comfortable reading to their children and promoting early literacy as a result of the program.
- What changes would you make? Broader staff engagement and participation moving forward, particularly in utilizing the app at all library sponsored programs for the intended audience, and in content creation related to early literacy programs.
- We need to look at how people utilize tools and platforms and design around how, no debate whether they will use a product or not. Let's face it, everything the library produces especially when it engages expertise from partners in the early literacy community has the potential to be "golden," but if your staff don't use it and promote it, the community won't either.

Catch of the Year 2015

Library Name: Prescott Public Library

Project Name: Prescott Public Library Book Nooks

Project Director: Martha Baden

e-mail: Martha.baden@prescott-az.gov

Project Description

The goal of this project is two-fold: to provide an immediate, point-of-service reading opportunity for children, teens and adults at sites where waiting occurs; and to provide information that will extend this isolated reading opportunity by providing awareness of Prescott Public Library materials, programs and services to increase life-long learning and literacy.

Key Steps:

- We established relationships with five area partners who agreed to place a Book Nook at their site and included some advance literature about the library for site staff.
- We contracted with two area artists to create library-branded shelving for the Book Nooks and installed them at the partner sites. Each Book Nook contained library brochures and books for all ages.
- Adult books were obtained through donations to the Friends of the Prescott Public Library Book Sale and children's books were purchased with grant funds and Friends funds.
- We trained four staff members to visit sites, chat with staff, restock books and literature and keep statistics on usage.
- After nine months we trained volunteers to assume the role of stocking Book Nooks and tracking their use and secured continued Friends funding for children's books.

Partners:	First Things First, Yavapai Region West Yavapai Guidance Clinic Yavapai County Health Services Yavapai County Courthouse Ponderosa Pediatrics Prescott Area Shelter Services	Staffing:	Martha Baden Normalene Zeeman Leona Vittum-Jones Cindy Campbell Barbara Schneider Lisa Zierke
Total Project Costs:	\$ 8616.85	Project Dates:	November 2015- ongoing
Who was the audience?	Prescott area residents	How many people participated?	Hundreds of area residents – an average of 194 books and 44 library brochures were taken each month
One time or ongoing?	ongoing	Website:	http://www.prescottlibrary.info/book-nooks-launched/

Lessons Learned

- What did your evaluations tell you? Books and library materials reached many area residents and Book Nooks and particularly onsite staff communicated information about library services and programs to area residents.
- Did the project work the way you expected? Yes, although we are not sure if staff at the sites or library brochures were more effective links to library information. This site staff aspect was something we had not expected.
- What changes would you make? To the project design: place a Book Nook at a site where privacy is not so critical so that observations, surveys, interviews would not be problematic to conduct. We relied very much on interviews with staff and our “circulation” data for reporting and evaluating the project. We would also have a more concerted approach to site staff orientation about the library. This was difficult given the schedules and duties of site staff, but a more thorough orientation to library services and programs would have been helpful.
- What advice would you give to others? This was a great way to have a presence throughout the community and reach residents who might not be library users, particularly when budgets are too tight to offer services offsite. It is important, however, to consider the ongoing funding of children’s books and staff or volunteers to tend the Book Nooks. Finally, the personal touch of site partners promoting the library is something to encourage and support.

Catch of the Year 2015

Library Name: Scottsdale Public Library

Project Name: Digital Media Lab

Project Director: Katie O'Connor

e-mail: koconnor@scottsdaleaz.gov

Project Description

We created a digital media lab and classes to help job seekers and entrepreneurs create their online and print materials to market themselves for employment and/or to market their businesses.

Key Steps:

- First, we purchased equipment to outfit a digital media lab
- Then we hired a part time digital media specialist
- Taught classes to the public and staff to create online and print presence to aid with small business and job seeker promotion

Partners:	Partner One City of Scottsdale Economic Development Partner Two: SCORE	Staffing: Digital Media Specialist	Staff Person Position One Adult Services Coordinator Staff Person Position Two Lead Librarian
Total Project Costs:	\$43,916	Project Dates:	From-When: August 2014- August 2015
Who was the audience? Job seekers and entrepreneurs	Name the audience	How many people participated?	677 patrons, 72 staff members
One time or ongoing?	Ongoing	Website:	www.scottsdaleaz.gov/eureka/oft

Lessons Learned

- What did your evaluations tell you? The public loves this service and equipment
- Did the project work the way you expected? Exceeded our expectations
- What changes would you make? We would look for more accessible products. A lot of the tools used (even online resources) were prohibitively expensive for our patrons to continue using from home. In the future, we'd like a high end version that patrons can use with help from staff as well as a free version of things they can use at home and learn more easily.
- What advice would you give to others? I think any community would benefit from a resource like the digital media lab. I would advise people that the truly skilled digital media specialist know a lot more than the average person or staff member can learn unless it becomes their primary work. This aspect makes sustainability difficult once the funding for a position is used.

Catch of the Year 2015

Library Name: Tempe Public Library

Project Name: Tempe Techs

Project Director: Rolf Brown

e-mail: rolf_brown@tempe.gov

Project Description

The goal of the Tempe Techs project was to increase and enhance the computer literacy skills of adult populations aged 60-plus. Grant funds were used to hire instructors and purchase 27 iPads and related equipment, as well as publicize the free class offerings at the Tempe Public Library and three community centers.

Grant funded activities placed computer technology in the hands of older adults at the Tempe Public Library and the Escalante, Westside/Cahill and Northside community centers. As part of this effort, the city partnered with the University of Advancing Technology (Tempe, Ariz.) for three faculty members to teach 16, two-session classes and 4 single-session classes utilizing the iPads. The classes held were: iPad Basics, iPad Apps (productivity), iPad Apps (fun & games) and iPad & Security. All classes were offered at all four locations. The classes averaged six attendees each for a total of 140.

Classes offered by Tempe Public Library staff ran concurrently with those taught by University of Advancing Technology instructors. The grant-acquired iPads and support materials were put into use in many of these classes. Some of the classes taught were: Intro to the iPad, iPad Photo Editing, Go Google, Shopping for a New Tablet, Exploring the Apps Store and eBooks and Overdrive. The library offered 24 computer classes that made significant use of the iPads; 252 people attended these classes. Additionally staff conducted 71 half-hour, one-on-one sessions, and while not all of these featured iPad use, downloading eBooks and related issues was the most commonly requested topic. The Library also utilized Tempe Techs grant resources for its partnership with Arizona State University's Computer Science Department's DISC club members to teach weekly classes during the school year.

Key Steps:

- First, we signed agreements with University of Advancing Technology
- Then we acquired and set up iPads etc.
- And finally, we created, scheduled, promoted and conducted classes.

Partners:	University of Advancing Computer Technology	Staffing:	3 UAT professors, two Library.
Total Project Costs:	\$24,000 LSTA Funds	Project Dates:	
Who was the audience?	Seniors	How many people participated?	392
One time or ongoing?	Ongoing	Website:	Tempe.gov/Library

Lessons Learned

- What did your evaluations tell you? Nearly every attendee reported acquiring new skills and nearly 100% scored the classes 5 out of 5 on their evaluations.
- Did the project work the way you expected? The project got off to a slow start with departure of the original project Director – but we were able to recover.
- What changes would you make? Our partnership provided an excellent resource for the public in terms of great instructors: but greatly complicated the logistics of the project. We had to coordinate equipment and instructors at four geographically separated sites with different classroom setups and resources.
- What advice would you give to others? Outreach is not easy – Make sure planned project does not strain available resources. Consider grant projects in the context of other ongoing library activities.

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Catch of the Year 2015

Library Name: Avondale Public Library

Project Name: STEAMing Forward

Project Director: Laura Truman

e-mail: ltruman@avondale.org

Project Description

For this project we created STEAM (science, technology, engineering, arts and math) based kits for use in library programs and for check out by the public.

The goal of this project was to help children experience STEAM in new ways, both through library programming and through check out kits to use at home with parents.

First, I started ordering materials for each of the subject areas. I put the components together into kits based on the subject and kept track of them in a spreadsheet.

The kits for in house use were made available to STEAM based programmers at our two libraries. These were typically more expensive- Spheros, sewing machines, 3Doodlers, building kits, Cubelets, microscopes and other larger class size kits. We held programming at each of our two libraries using the kits and collected data through evaluations.

Then I put together the kits for check-out. These kits were inexpensive with the most expensive being Snap Circuits at \$20. These kits also included Tinkertoys, knitting needles, kitchen chemistry kits, building straws and spiral drawing sets. I created informational materials and the entire checkout process for these materials and began circulating them in May 2015.

Partners:	None	Staffing:	Laura Truman Jesse Caufield
Total Project Costs:	\$10,000	Project Dates:	9/14-7/15
Who was the audience?	Children, aged 6-14	How many people participated?	Approximately 560 people
One time or ongoing?	ongoing	Website:	http://avondalelibrary.org/index.aspx?NID=413

Lessons Learned

- What did your evaluations tell you?
- Did the project work the way you expected?
- What changes would you make?
- What advice would you give to others

Our evaluations told us that people in the area are looking for these types of materials and that the library is helping them to find new educational toys for their children. We also learned that families will spend time together doing these activities and that parents will pay attention to what their child is learning when they are spending the time together.

The project did work the way I expected. Children enjoyed learning about STEAM, programmers (myself included) were given new materials to use with children for weekly programming and families were able to use the kits to learn new things together. What I didn't expect was how much work would be involved in spending \$9,500. Keeping track of purchase orders, orders and credit card receipts for hundreds of purchases, many of them small, was more work than I anticipated. Plus purchases had to be carefully planned because of my monthly

procurement card limits.

I think the biggest changes I would make would be how I would spend money. I might focus more on using purchase orders rather than trying to save a few dollars here and there with credit card purchases from multiple websites and stores. I think I would also make sure I had a clear idea of where I wanted all of the money to go before starting to spend.

I would recommend that others find ready-made kits wherever possible. More of this type of thing is available now than when I started a year ago. I would probably focus on several of one thing, like a classroom set, rather than one of many different things. I would also survey other libraries to see what kits and materials have worked well for them.

Catch of the Year 2015

Library Name: Avondale Public Library

Project Name: SciSpace – Exploring STEM

Project Director: Jesse Caufield

e-mail: jcaufield@avondale.org

Project Description

The goal of this project was to increase knowledge and enjoyment of Science, Technology, Engineering and Math (STEM) activities through STEM-based programming for elementary school aged children. Funds were used to contract outreach activities from local science and nature organizations.

Key Steps:

- First, we researched different local STEM-based institutions that provided outreach programming. We decided to book a majority of the programs with the Arizona Science Center, since they had the most variety. We also used the Phoenix Zoo and the Challenger Space Center. We scheduled all classes to run during our weekly STEAM classes from September through July.
- Next, we had a rack card created by our marketing contractor that listed all of the program titles and dates for the year. This was distributed through the libraries, through schools, at outreach events, and highlighted on the website and Facebook.
- Finally, we held the classes, distributing and collecting surveys during each session.

Partners:	Boys & Girls Club	Staffing:	Jesse Caufield Victoria Silva Marisela Muñoz Laura Truman
Total Project Costs:	\$8,100	Project Dates:	9/1/14 to 7/15/15
Who was the audience?	Children aged 6-12 and their families	How many people participated?	1183 children 498 adults
One time or ongoing?	Ongoing	Website:	www.avondalelibrary.org

Lessons Learned

- The evaluations told me that the children really enjoyed doing the programs (98% of responders) and that they were learning new things about STEM (89% of responders) at the same time. Parents also indicated that their children were excited about the programs and learning new things, and they hoped that we continued to provide these programs in the future.
- The project worked pretty much exactly as we expected. We were lucky since we had strong attendance for each one, but rarely had to worry about having to turn anyone away due to being over capacity.
- This project ran relatively smoothly, but I think the only change I might have made is offering any of the sessions during June/July. We have such large crowds, particularly in June, for our summer programming that the classes offered that month were just overfull. If we ever did this again, I would stick to a September-May timeline.
- This was a very easy project to market and get the community excited about, so I think it's feasible at most libraries. I would just recommend seeking a wide variety of class options, and maybe looking at a wider range of instructors or presenters. The presentations from our three vendors (AZ Science Center, Phx Zoo and Challenger) were all very good, but variety definitely kept families invested.

Catch of the Year 2015

Library Name: Beaver Creek Public/School Library (Rimrock, AZ)

Project Name: Skills for Success

Project Director: Devon Artrip

e-mail: Devon.Artrip@yavapai.us

Project Description

Our program focused on teaching computer skills associated with Microsoft Word, Excel, and PowerPoint for the purposes of creating and increasing viable work skills. Our library is located in a rural community with many low income families, with access to educational and vocational training classes being very limited and unaffordable for our community members. The classes were offered to adults, 18 and over.

Key Steps:

- First, we determined need and interest in the project from our community members. We then created pre and post assessments/evaluations for our participants and marketed our classes through the library district and through free local advertising outlets.
- Then we conducted four individual sessions of our computer classes throughout the year.
- And finally, we had our participants self-evaluate their growth in skills through the assessments and evaluate their experiences in the classes.

Total Project Costs:	\$6,131.46	Project Dates:	5/27/14-5/20/15
Who was the audience?	Adults, 18 and over in the Beaver Creek community	How many people participated?	27
One time or ongoing?	Ongoing	Website:	

Lessons Learned

- What did your evaluations tell you? Because we utilized pre and post assessments, our evaluations were able to provide us with participant insight as to the amount of growth they gained in the class. It helped us to discover that participants came in with higher skills in Microsoft Word and very limited skills in Microsoft Excel and PowerPoint. And because participants came in with more knowledge in Microsoft Word, they were able to see more growth in their Microsoft Excel and PowerPoint than in Microsoft Word.
- Did the project work the way you expected? Our project was geared towards attracting younger patrons that were interested in gaining job skills, but the majority of our participants were older individuals who were interested in improving their computer skills for personal use and for volunteer opportunities that can be enhanced when individuals have computer skills.
- What changes would you make? We would make slight changes to our content to hit more of the needs and interests of the participants.
- What advice would you give to others? To have back up plans for adapting course content. Since we did not have the demographic that we anticipated, our instructor adjusted the content to better serve the participants and their needs. And, if you are having multiple classes, make sure that there is a plan set up for participants who miss a day to catch up with the rest of the class.

Catch of the Year 2015

Library Name: Chandler Public Library

Project Name: Full STEAM Ahead: Inspiring Tomorrow's Innovators

Project Director: Melissa Samora

e-mail: Melissa.samora@chandleraz.gov

Project Description

The goal of this project was to establish makerspaces at the Downtown and Sunset Libraries, and include a traveling makerspace component for use in our other branches and for outreach to the Chandler community, including schools and events. We created a family of STEAM and Makerspace related programs in all four Chandler Public Libraries and a Mobile Maker component to take into the community.

Key Steps:

- First, we strengthened existing programs
- Purchased supplies for STEAM clubs (Makey Makeys, LEGO Simple Machines and WeDos, Snap Circuits, electronics, magnet kits, Spheros, littleBits, microscopes, test tubes, Science activity kits, rocket launchers, art supplies, and much more.
 - Allowing us to expand our STEAM Clubs to all four branches and offer a greater range of projects.
- Purchased more LEGO and DUPLO bricks
 - Allowing us to expand our monthly LEGO Clubs to weekly clubs at all four branches.
- Purchased more Minecraft licenses and servers
 - Enabling us to expand our Minecraft Mondays to all four branches.

Then we created new programs

- Create-Play-Learn: STEAM-related activities for 2-5 year olds! Exploring Science, Technology, Engineering, Art, and Math concepts through interactive, hands-on activities.
- Teen Create-Space: An open, create-friendly environment where teens can experience a variety of new technologies such as coding, robotics, electronics, 3D printing, and circuitry.
- Maker Days: Explore Science, Technology, Engineering, Art, and Math with interactive centers and hands-on activities for the whole family.
- Girls Who Code: A national program for girls in 6th-8th grades who want to learn how to build an app, design a video game, and change the world through code. This 40 hour program, taught by Intel volunteers, runs every Monday for 5 month sessions.
- Mobile Maker: Taking STEAM and Makerspace programs into the community and schools. We created four Mobile Maker presentations and visited schools and other neighborhood partner locations.

And finally, we

- Created VERTEX. A family of programs with the goal of teaching a science, technology, engineering, art, or math concept, demonstrating where Chandler Public Library intersects with STEAM and Makerspace.

Partners:

Chandler Unified School District

Staffing:

Mary Sagar, Sue Hoffman, Elisia Simmons, Lindsay Atwood, Micah Corporaal, Hannah Verdin, Sandra Mendoza, David Mackay, Melissa Samora, Debe Moreno, Debra Hodel

Total Project Costs:	\$75,326	Project Dates:	July 2014-August 2015
Who was the audience?	The Chandler Community	How many people participated?	15,875
One time or ongoing?	Ongoing	Website:	www.chandlerlibrary.org/vertex

Lessons Learned

- **What did your evaluations tell you?**

Parents, teachers, and children repeatedly reported that they appreciated these programs and consistently learned something new by attending.

- **Did the project work the way you expected?**

The project worked better than expected. We were able to not only expand current programming, but to create a whole new family of programs and take them into the community.

- **What changes would you make?**

We would not change anything. We were very happy with the outcome.

- **What advice would you give to others**

Just do it. These types of programs are so appreciated and needed that you can create a snowball of support by starting one weekly program.

Catch of the Year 2015

Library Name: Cottonwood Public Library

Project Name: The Cottonwood Public Library's Youth Services Plan for Interactive Technology for Children

Project Director: Vanessa Ward

e-mail: vward@cottonwoodaz.gov

Project Description

The Cottonwood Public Library was awarded a grant by the Arizona State Library, Archives & Public Records, a division of the Secretary of State, with federal funds from the Institute of Museum and Library Services. The Library used the funds to purchase a SMART Table, four AWE Early Literacy Tablets, 2 Spheros, 4 Ozobots, 3 Cool Circuits mazes, a Green Snap Circuits kit, and a Marble Run. With this technology, we have increased children's access to technology and developed programming that increases children's knowledge and experience of digital literacy skills and tools. Children from all walks of life spend many hours at the library, reading, using the computers, and gaining the knowledge and skills needed to succeed in our ever-changing world. Our intention is to provide an enjoyable experience in which our community's children can learn hands-on about technology, as well as providing self-paced learning that is open to the public.

Key Steps:

- First, we purchased the SMART table and additional training for running the programs. We also purchased 4 AWE tablets that came with pre-installed early literacy software. We then set up a STEAM (Science, Technology, Engineering, Art, and Math) kit cabinet that contained 2 Spheros, 4 Ozobots, 3 Cool Circuits mazes, a Green Snap Circuits kit, and a Marble Run.
- We then provided ongoing training on the equipment for any patron who asked. We even had large groups of students and kids from the Cottonwood Recreation Center come and use the technology!

Partners:	We partnered with the schools, home school groups, and the Cottonwood Recreation Center.	Staffing:	The entire Youth Services Staff! Joyce Read, Shirley Scott, Jeff Clark, Anne Roberts, Jane Morrow
Total Project Costs:	\$ 23,480.00	Project Dates:	May 2014-August 2015
Who was the audience?	Our audience consisted of our community's children and teens, their parents, and teachers.	How many people participated?	The entire Youth Services staff, and hundreds of children and their parents and teachers!
One time or ongoing?	Ongoing!	Website:	http://www.ctwpl.info

Lessons Learned

- Our evaluations showed that this was an incredibly good investment! The response has been tremendous. Our statistics show that the technology is getting well over 100 uses each month, with the SMART table averaging over 400 uses each month. The technology we were able to bring to the library through this grant has positively influenced the children of our community by enhancing their knowledge of science, technology, engineering, art, and math. The little children love the early literacy programs available on the AWE tablets. All ages (including the adults) love the SMART table, and enjoy the fact that they can use it for both learning and artistic programs. The children love the free drawing component of the SMART table. The steam kits keep kids occupied for hours, all the while they are learning about electricity, physics, robotics, and coding. LSTA funding has provided valuable educational opportunities for the children of our communities.
- We were surprised by how popular the items purchased by the grant are. They have been a terrific draw to the library. We have kids who tell us they want to design robotics, want to learn coding, be scientists, and, best of all, want books on those subjects. However, if we were asked for feedback on our purchases, we would highly recommend NOT getting the AWE tablets, but rather the computer stations. The tablets have not held up well to the high usage, unlike the AWE computers which have much less problems. The SMART table has been amazing to have, and it really sparks kids imaginations and encourages families to explore the programs together.

Catch of the Year 2015

Library Name: Fort McDowell Tribal Library

Project Name: Maps and Geospatial Technology Education to Help Preserve Tribal Language

Project Director: Jacquelyn McCalvin

e-mail: jmccalvin@ftmcdowell.org

Project Description

The Tribe's Librarian work with the GIS consultant to design and lead a series of educational sessions aimed at introducing children to geospatial technology. Session was in a classroom setting where children Google Earth/ArcGIS online to map places across the reservation in English and Yavapai.

Key Steps:

- First, students were introduced to a list of words to map
- Tutorial of Google Earth was provided. Students and Elders worked together
- Students paired and map five locations. Zoom/Pan/Search – tracing linear features like roads canal and rivers.

Partners:	Elders, Kindergarten, Teens Cultural Department	Staffing:	GIS Consultant Librarian Cultural Coord.
Total Project Costs:	\$7000.00	Project Dates:	From-When
Who was the audience?		How many people participated?	
One time or ongoing?		Website:	www.ftmcdowelltriballibrary.org

Lessons Learned

- What did your evaluations tell you? Students are open to learn anything that is dealing with technology.
- Did the project work the way you expected? The project exceeded my expectations.
- What changes would you make? I'm not sure quite sure at this time – Well please with what we develop.
- What advice would you give to others – Will.i.am the philanthropist was the author of this project. After listening to him and high school students from East LA and how they mapped areas of LA, I said we could do this with our children here on the reservation on a smaller scale. Will.i.am: the evangelist for technology is 'dreaming what the future will be. Technology is all around us and we have to be creative in motivating our kids in the right direction. My advice is just be creative. Dream about the future and what it can be when we exposed our children to the ever changing technology. In our case here our language is important so it is just another way to keep them learning the language in a fun way using technology. Stay curious and connected. When you can speak and know your tribal language, you become richer and more inspiring to the community.

Catch of the Year 2015

Library Name: Holbrook Public Library

Project Name: Creative Chaos, Lego 'bots and More!

Project Director: Wendy Skevington

e-mail: holbrookinterlibraryloan@gmail.com

Project Description

We created a robot building and programming club for 3rd through 5th grade students to introduce them to science and math in a fun and creative environment so that they can come to the realization that they can excel at activities related to these topics and embrace their STEAM strengths.

Partners:		Staffing:	Wendy Skevington, Emily Whitehorn, Eldon Ferguson, Beth Baloo, Cindy McDaniel, Doug Radinowski, Taylor Lee, Joseph Holl, Rasheed Hollins
Total Project Costs:	\$26,482	Project Dates:	June 2014 to July 2015
Who was the audience?	3 rd -5 th graders	How many people participated?	399 +
One time or ongoing?	On going	Website:	http://holbrooklibrary.org/

Lessons Learned

- What did your evaluations tell you? That yes this sort of activity was needed and that kids this young can embrace Science and Math vocabulary and concepts
- Did the project work the way you expected? Not exactly, much more labor intensive than planned
- What changes would you make? Mostly minor things,
- What advice would you give to others? A project of this scope needs a pause between award and go, just to get everyone refocused before the work begins. Remember when Scheduling Lego training to stay in constant contact with Lego.

Catch of the Year 2015

Library Name: Maricopa High School

Project Name: Creative Ram Makerspace

Project Director: Robin Shoup

e-mail: rshoup@musd20.org

Project Description

The Creative Ram Makerspace provided innovative technology, workshops, and Maker Nights for participants to experiment, interact and create.

Key Steps:

- First, you did this. Before applying, I discussed the grant with various district departments in order to gain district approval to apply for the grant. It was helpful to talk with the Technology and Business Departments.
- Then you did this. After receiving the grant, publicized the new endeavor, purchased equipment, hired staff, discussed programs with partners and began our programs and sharing with the Maricopa Public Library.
- And finally, you did this. We implemented and then adjusted the programs based on staffing needs and participant interest.

Partners:

Partner One: Maricopa Public Library
 Partner Two : Maricopa Center for Entrepreneurship
 Partner Three: Maricopa Ak-Chin STEAM Foundation

Staffing:

Staff Person Position One
 Makerspace Supervisor
 Staff Person Position Two
 Two student interns

Total Project Costs:

\$64,676.80

Project Dates:

From August 2014-August 2016

Who was the audience?

All ages with emphasis on teens

How many people participated?

1361 not including during school hours use/events

One time or ongoing?

Yearlong

Website:

<https://sites.google.com/a/musd20.org/the-creative-ram-maricopa/>

Lessons Learned

- **It is fun and time consuming.**
- What did your evaluations tell you? Participants want more Maker Nights and workshops
- Did the project work the way you expected? Not really, but what we did last year is paying dividends this year in interest, student use and leadership. Unexpected: issues with Internet filters, staff having family medical issues and turnover of administrators and personnel.
- What changes would you make? Consolidate and build the program more slowly
- What advice would you give to others. The time between applying for the grant and completion can be up to 16 months. Many changes in leadership and personnel for both you and your partner may occur that affect the LSTA programs.

Catch of the Year 2015

Library Name: Peoria Public Library, Sunrise Mountain Branch

Project Name: SML Formal Learning Support

Project Director: Mary Roberts

e-mail: retired

Project Description

Funds were used to purchase mobile dividers, tables, chairs and book spinners. We improved the ability of our community to discover information. We expanded their access to learning spaces.

Key Steps:

- **First, you did this:** Mobile dividers used to create more study areas
- **Then you did this:** Book spinners made reading level books more accessible
- **And finally, you did this:** Expanded access to learning spaces and improved ability to discover information

Partners:	No Partners	Staffing:	Librarians at Reference Desks
Total Project Costs:	\$ 6,705.00	Project Dates:	May 2014-July 2015
Who was the audience?	Students, families, homeschooling groups, tutors, business patrons using as office space, etc.	How many people participated?	Approx: 14,000 using library for formal learning support throughout the year
One time or ongoing?	ongoing	Website:	library.peoriaaz.gov

Lessons Learned

Patrons reported to our staff that they enjoy the new study islands. We learned the mobile dividers allowed more flexibility for our patrons to create spaces that meet their needs. It was a better solution than one unit.

The mobile dividers created flexible learning spaces with a better price than one large mobile study room.

At the start of our program we observed approximately 20 people using tables throughout the library at all times of the day. At the completion of our project we had 20 people in the children's area alone using the learning spaces. Indeed the expanded access doubled the usage of the areas.

This project was the best approach because it allowed us to be pro-active in supporting the new school being built next door without needing to use funds for construction or moving equipment.

Catch of the Year 2015

Library Name: Peoria Public Library

Project Name: STEAM Workshops

Project Director: Katina Brodie & Tonya Stuempfl

e-mail: katina.brodie@peoriaaz.gov
tonya.stuempfl@peoriaaz.gov

Project Description

We provided STEAM workshops and related books for Tweens & Teens. First, we contacted our four partners and set up dates. Then we advertised through posters, brochures, Facebook, our library website and the city calendar. Finally, we made sure our partners arrived, collected surveys and supplied snacks for the longer workshops and Teens. The most difficult part was working with the City of Peoria in handling the money.

Partners:	Partners: Arizona Science Center Phoenix Center for the Arts Gary Alpert "The Fly Guy" Mark Carter Science	Staffing:	Staff Person One Katina Brodie, Librarian Staff Person Two Tonya Stuempfl, Librarian
Total Project Costs:	\$ 10,000	Project Dates:	Sept 8, 2014 – July 30, 2015
Who was the audience?	Tweens ages 8-12 (later under 7 with parent) Teens ages 13-18	How many people participated?	548 people participated. Tweens 406 Teens 142
One time or ongoing?	Ongoing, 48 workshops. Tweens had 21 workshops. Teens had 27 workshops	Website:	library.peoriaaz.gov

Lessons Learned

- What did your evaluations tell you?**
 Adults were interested in the workshops just as much as the kids.
 All ages really liked the chance to be creative.
 Workshops worked better during the summer time, as kids are looking for things to do.
- Did the project work the way you expected?**
 We were expecting more Tweens & Teens to participate.
 Some classes would be popular one time -- but the next would have few participants.
- What changes would you make?**
 I would try to offer a wider variety of programs with more performers.
- What advice would you give to others.**
 Expensive workshops don't always mean better quality.
 Be prepared for obstacles and try not to let your frustration ruin the fun.

Catch of the Year 2015

Library Name: Pinetop-Lakeside Library

Project Name: Learning Opportunities @ Pinetop-Lakeside Library

Project Director: Jeff Collins/Kendra Abel

e-mail: info@pinetoplakesidelibrary.org

Project Description

The purpose of this project was to get children in our community access to current technology that they might not otherwise be able to learn how to use, and to educate them and their parents using this technology.

Key Steps:

- We ordered iPads & furniture for our children's area.
- We researched and installed STEM and literacy-related apps on each iPad
- We held programs using one of the iPads throughout the year, including family nutrition classes offered through the U of A/Navajo County Cooperative Extension

Partners:	The University of Arizona Navajo County Cooperative Extension Navajo County Library District Friends of Pinetop-Lakeside Library	Staffing:	Jeff Collins, Library Director Charlotte Skousen, Programs Librarian Kendra Abel, Technical Assistant/Library Manager
Total Project Costs:	\$ 12,891.00	Project Dates:	May 2014 – August 2015
Who was the audience?	Parents and children in Pinetop-Lakeside	How many people participated?	Approximately 2,000
One time or ongoing?	Ongoing	Website:	www.pinetoplakesidelibrary.org

Lessons Learned

- Our evaluations told us that this was a *very* popular addition with the majority of children and parents. Many of our participants have no other access to a computer of any kind, and we've seen more than one parent sitting at the table with their children, just as fascinated as they were by this new technology.
- In many ways, this project exceeded our wildest expectations. Our total attendance was roughly 19% higher than the previous year (and our highest on record, many of them first-time library users); we attribute this largely to the presence of the iPads in the children's section.
- We had a great deal of difficulty with our furniture order; it took ten weeks longer than anticipated to be delivered, and delayed the entire project. Next time, we would either order something made locally, or at the very least do more research on furniture vendors.
- Important lesson learned: if you're going to order a new piece of technology, make sure you have a power outlet for it!
- Don't be afraid to improvise! Even when things don't go exactly according to plan, there's almost always still a way to serve your patrons and your community.

Catch of the Year 2015

Library Name: Tuba City Public Library

Project Name: Toddler Tales for Tuba City

Project Director: Judy Finney

e-mail: jfinney@flagstaffaz.gov

Project Description

A fresh inviting family area was created for the Tuba City Public Library. Many new materials were purchased for fun creative play in-house and for check-out. Babies, preschoolers and school age children alike are the beneficiaries of a wonderful new library space. Books, toys, puzzles, a play kitchen and enriched story times utilizing puppets have improved the library dynamic. Adults have access to parenting materials: both books and DVDs. Importantly, new comfortable seating for adults was purchased in support of the Native American cultural norm of travelling with elders; generations use the library together, grandparents sit nearby watching the children engage in creative play. An important benefit: early literacy and school readiness skills are facilitated in the new library space.

Key Steps:

We began by purchasing the circulating library materials, then purchased manipulatives, toys and story time materials and lastly purchased durable goods.

Then, we represented the library at an outreach project of stake holders from through-out the community.

Finally, we processed the new items and spread the word about the new materials via the Tuba City Community Network.

Partners:	Our outreach project in partnership with the Tuba City Community Network, the Saint Mary's Food Bank, and the VITA tax preparation program was an overwhelming success.	Staffing:	Pearl Goldtooth & Trish Polacca
Total Project Costs:	\$14,070.00	Project Dates:	January - July
Who was the audience?	Preschoolers and parents. Although all families groups benefit from this project	How many people participated?	On-going
One time or ongoing?	On-going	Website:	www.flagstaffpubliclibrary.org

Lessons Learned

- What did your evaluations tell you? Two-fold: many people love their library and know what it has to offer & people did not know the library exists and were surprised to learn!
- Did the project work the way you expected? Yes
- What changes would you make? Start sooner....as soon as the funding is realized.
- What advice would you give to others? Shipping can be really expensive so do your homework regarding these hidden costs.

Catch of the Year 2015

Library Name: Yuma County Library District

Project Name: Digital Homework Help Center

Project Director: Lauren Regenhardt

e-mail: lauren.regenhardt@yumalibrary.org

Project Description

The Digital Homework Help Center is a collaboration between the Yuma County Library District (YCLD), the Yuma Union High School District (YUHSD), and the Yuma County Juvenile Justice Center. The funds provided by LSTA went to purchase ten iPads, educational iTunes applications, school supplies including test books, and the homework help software tutor.com.

The project was geared for patrons ages 13-24, with the primary focus being the high schools. Our expected outcome was to see an increase in test scores and homework grades. The goal was to encourage students to see the library as an educational resource that can help them achieve future goals.

Key Steps:

- First, we purchased ten ipads; met with tutor.com representatives; began a contract
- Then we met with YUHSD and Juvenile Justice Center; marketed for the project; taught workshops; visited school classes and attended outreach events
- And finally, we compiled evaluations through tutor.com; completed video interviews; submitted final report

Partners:	Yuma Union High School District Yuma County Juvenile Detention Center	Staffing:	Lauren Regenhardt
Total Project Costs:	\$36,611.84	Project Dates:	September 2014-July 2015
Who was the audience?	High school ages 13-24	How many people participated?	Tutor.com users from 9/14-7/15: 468 Total outreach participation: 4,000+
One time or ongoing?	Ongoing	Website:	yumalibrary.org

Lessons Learned

- What did your evaluations tell you?
Our evaluations, including video interviews and tutor.com evaluations, informed us that tutor.com was a huge success, and they served as a reminder to reach out even further into the community. The majority of the responses given were extremely positive, and the few negative comments were mostly technology related rather than the quality of the service provided. There were many comments requesting more information and suggesting that we advertise more at every school, instead of just the high schools. We are taking that seriously and are already planning to reach out even more to the elementary schools, middle schools, and the college. Overall, the evaluations left a very positive reminder to staff that the hard work to maintain this project was well worth it.
- Did the project work the way you expected? Not quite! The vision we had was that the students would be excited to use our new iPads, and our hope was that they'd use them for the intended purpose of homework help and educational purposes. The first 'selfie' was a reality check that teenagers have other priorities and interests as well! Our signage and marketing for the iPads could definitely have used improvement, but it was also a good reminder that teens don't read signs; staff verbally informed the teens that we had iPads, and that is when we noticed a higher usage rate. We also planned big for tutor.com and had hoped that we would use up all of the 1,100+ tutoring sessions that came with the contract. We still consider it a huge success that we had the number that we did (468) and are excited to have renewed our contract for a second year.
- What changes would you make? I would have made the target audience wider, so that we could have really reached out to the elementary schools and colleges. Our purpose for the target age range was to simplify the audience for the first year, but in the evaluation process we realized that the majority of the users were elementary school children and college students. That was a big shock, so that is the one thing I would change.
- What advice would you give to others: Get out there! As many outreach events and classrooms I attended, I wish I could have done even more. I could not push this service enough, and as hard as we tried, we could not reach everyone. Don't be afraid to call everyone, and get out of your comfort zone to show off your resources. These resources are for the community, so go where they are and don't be shy!