


Agenda Item 27

TO: Elizabeth Minter, Library Director

FROM: Jim Roberts, Public Services Manager/Literacy Coordinator 

DATE: May 9, 2006

SUBJECT: **Status of Placentia Library Literacy Services (PLLS) Partnerships with the Community.**

Provided below is a list of active PLLS partnerships/coalitions in the community. Those with an asterisk (*) are pending and have not yet begun.


- ◆ Placentia Rotary Reading Enrichment Program (PRREP) meetings began in October at El Dorado and Valencia High Schools. Thus far, we had over 100 high school volunteers sign-up for PRREP and attend PRREP meetings.
- ◆ We partner with Even Start at Ruby Drive Elementary School, where we offer Spanish literacy classes on Friday mornings during the school year.
- ◆ Federal Work Study (FWS) is a partnership among Western State University College of Law, Cal State Fullerton and the Library where qualified FWS students work part-time at the Library and off-site, primarily tutoring children. Cal State Fullerton and PLLS have two additional partnerships: 1. the Intern Program, and 2. Service Learning.

EVEN START collaboration with Ruby Drive Elementary School began in FY 2004-05 and has continued this FY.

- ◆ PLLS is listed as a participating agency for interns with Valencia High School's Val Tech and International Baccalaureate (IB) programs. We have three IB interns so far this school year.
- ◆ In June, the California State Library awarded the PLLS an LSTA Grant to partner with H.I.S. House to start an after school homework program for children there. That project began on Tuesday, September 20, and we now tutor eight to twelve students Monday, Tuesday, and Thursday from 6:30-8:00 PM.
- ◆ On Monday, September 19, PLLS began a homework club at Topaz Elementary School for 7th grade students who attend Tuffree Middle School and are graduates of Topaz. Held Mon-Thurs from 4-6 PM, we are averaging 18 students each day.
- ◆ The School District started a citizenship class on February 4 in the Meeting Room.



TO: Elizabeth D. Minter, Library Director

FROM: Jim Roberts, Public Services Manager 

DATE: May 9, 2006

SUBJECT: Grant Status

Source	Date Submitted		ELLI	Adult Literacy		Spanish Literacy		Children's Literacy		History Room	
	Submitted	By		FFL	Literacy	Literacy	Children's	Room	Other		
Grants Pending											
LSTA Grant FY 2006-07	4/13/2006	PLLS							X		


*Estimated

TOTAL PENDING

Source	Amount	Date Submitted	Submitted By	ELLI	FFL	Adult Literacy		Spanish Literacy		History Room	
						Literacy	Literacy	Children's	Room	Other	
Grants Received											
Wells Fargo	\$1,000	06/05/05	PLLS						X		
PacificCareFoundation	\$10,000	06/05/05	M & A Ass.*	X							
LSTA 6-0M	\$48,634	03/25/05	PLLS								X
CLLS	\$30,000	6/26/2005	PLLS	X	X	X	X				
CLLS Matching	\$21,732	6/26/2005	PLLS				X				
TOTAL	\$101,366										

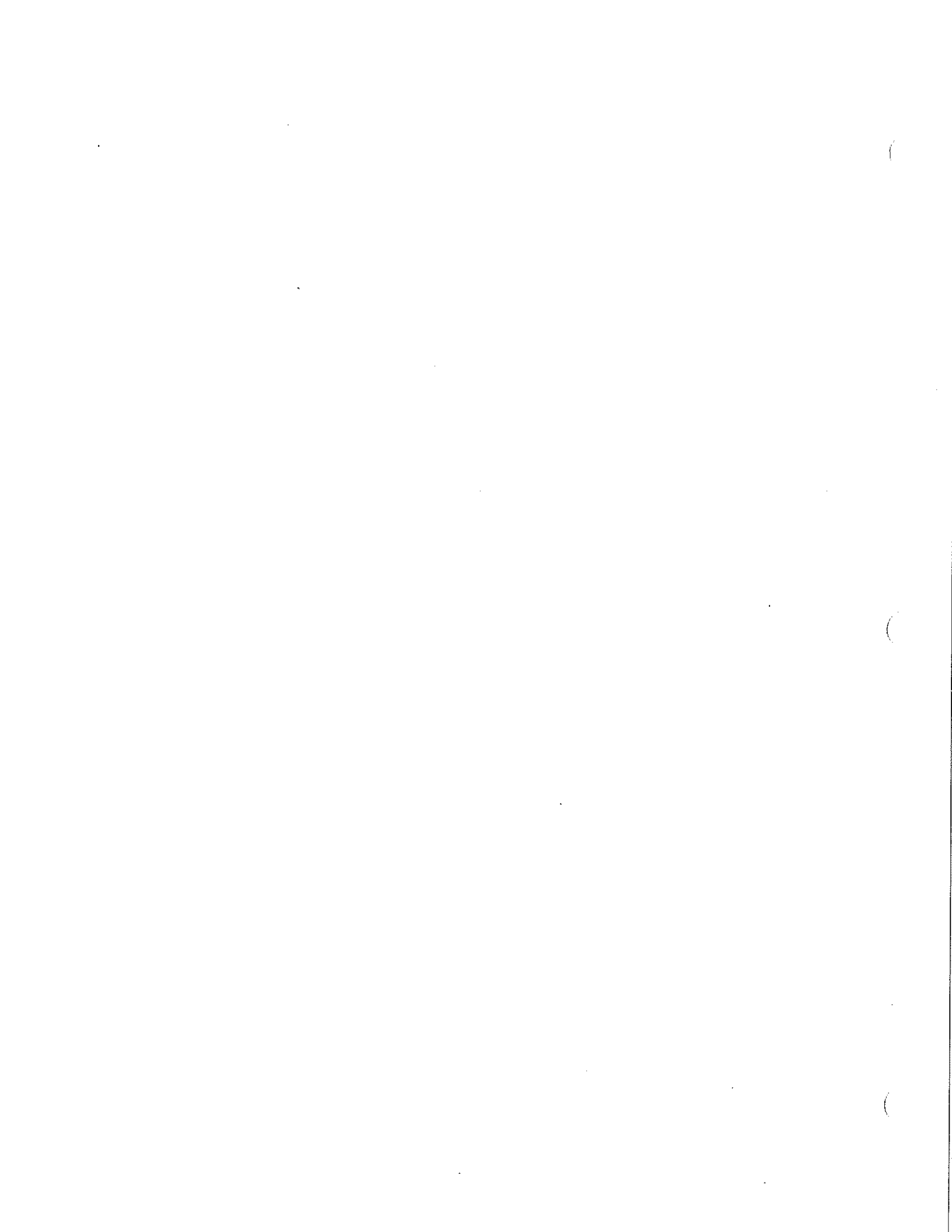
Source	Amount	Date Submitted	Submitted By	ELLI	FFL	Adult Literacy		Spanish Literacy		History Room	
						Literacy	Literacy	Children's	Room	Other	
Grants Denied/Withdrawn											

TOTAL


TO: Elizabeth Minter, Library Director
FROM: Jim Roberts, Public Services Manager/Literacy Coordinator 
DATE : May 09, 2006
SUBJECT: Poet Laureate.

Meredith Laskow, Poet Laureate of the Placentia Library District, met with the Program Committee two times in April.

She helped coordinate the poetry program on April 30 for National Poetry Month. Ten Library patrons attended the program.



PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director 
SUBJECT: Status Report – Audit Recommendations
DATE: May 9, 2006

Administrative Services Manager continues to compile content, structure format, and collaborate with appropriate agencies and the assistance of Moreland & Associates for the following reports:

Capital Assets Report
Long-Term Debt Report
Cash & Investments
General Ledger

Prepared by: Wendy Goodson

Prepared by: Wendy Goodson



Agenda Item 31

TO: Elizabeth Minter, Library Director
FROM: Jim Roberts, Public Services Manager/Literacy Coordinator *JR*
DATE: May 9, 2006
SUBJECT: Third Quarter FY 2005-06, LSTA 06 Grant.

BACKGROUND:

The State Library requires a quarterly report on LSTA 06 Grant. The Third Quarter Report for LSTA 06 Grant, Placentia Achieves School Success (P.A.S.S.) at H.I.S. House has been completed and submitted.

RECOMMENDATION:

That the Library Board of Trustees receive and file.

LSTA Outcomes Project Design and Report (Part 1)

Library/Jurisdiction: Placencia Library District

Project name: Placencia Achieves School Success at The Homeless Intervention Shelter House (P.A.S.S. at H.I.S. House)

Contact name: James A. Roberts, M.Ed. Phone #: (714) 524-8408 ext. 215 E-mail: jroberts@placentalibrary.org

Users: School-age residents of H.I.S. House who have limited access to the library, reference materials, and homework assistance. Grant Number: 40-6426 Fiscal Year: 05-06

Design	Services/ Programs	Inputs	Outputs	Intermediate Outcome(s)	Indicator(s) of Intermediate Outcome(s)
<p>What will the library provide to the user in order to address the user need and move toward the library goal?</p> <p>A Placencia Library District satellite reference center will be established, in donated space, at the Homeless Intervention Shelter House (H.I.S. House shelter). The satellite center will provide reference books, computers, and homework-help tutors to facilitate homework completion by the school age residents of the shelter.</p>	<p>What resources will the library use to provide the services/ programs?</p> <ul style="list-style-type: none"> *An informal needs assessment will be completed by library staff. It will be based on conversations with and observations by the director of the shelter and H.I.S. House program staff. *Placencia Yorba Linda Unified School District (PYLUSD) adopted textbooks and a collection of library selected reference books *Reference materials *Computers and software *Bookcases, filing cabinets, and computer furniture *Internet access subscription *Part time (20 hour) project coordinator *Ad hoc technical services *Volunteers/volunteer training *School supplies (notebooks, paper, writing implements, glue, crayons, markers, clip boards, etc. *Printer, paper, ink cartridges 	<p>How many of each service/ program will we provide? How many users will be served?</p> <ul style="list-style-type: none"> * 99 homework help sessions will be held at H.I.S. House Shelter * 30 children received homework help * 4 press releases distributed * 3 tutor training sessions held * 25 tutors trained * 1485 reference questions answered * Satellite library used frequently 	<p>What is the short-term benefit to the user as a result of the program/ service? What will the user do that is necessary if s/he is to achieve the long -term outcome?</p> <ul style="list-style-type: none"> * Students will feel more comfortable about attending school. * Students will be better equipped to work on, and complete, homework assignments. * Students will use the satellite library frequently. * Students will feel more confident about their homework. * Students will perform better in school. * The adult residents of the shelter will use the reference materials. 	<p>What does the user say or do that reveals the achievement of the intermediate outcome(s)? What can you measure that indicates the achievement? Include the quantity for the user's actions.</p> <ul style="list-style-type: none"> * 20% of students will have improved school engagement (attendance) during the project year. * 40% of students will have experienced increased motivation to do homework during the project year. * 50% of students will have developed a positive change in attitude towards the library during the project year. * 20% of students will have developed increased self-esteem fostered by caring tutors and improved school success during the project year. * 50% of the school-age residents of H.I.S. House will have obtained and used library materials at least once during the project year. 	

LSTA Outcomes Project Design and Report (Part 1)

Design	Inputs	Outputs	Intermediate Outcome(s)	Indicator(s) of Intermediate Outcome(s)
Services/ Programs	*White board and markers			* 20% of the adult residents of the shelter will have used reference materials during the project year. * On surveys,30% of school-age residents will report that they have improved academically. * On surveys,30% of the parents of these children will report that the students have had improved attendance and/or academic performance during the project year.

Final: Apr 1 thru Jun 30 (due July 31)	Is project on schedule? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is project within budget? <input type="checkbox"/> Yes <input type="checkbox"/> No	Revised <input type="checkbox"/>
Services/ Programs	Inputs	Outputs	Indicator(s) of Intermediate Outcome(s)

Third quarter: Jan 1 thru March 30 (due Apr 30)	Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised <input type="checkbox"/>
Services/ Programs	Inputs	Outputs	Indicator(s) of Intermediate Outcome(s)
Homework assistance for school-age residents at H.I.S. House has continued. Federal Work-Study tutors, interns and high-school volunteers have been working with students on a weekly basis. School-age residents have used computers provided by the library to check homework assignments, do research and improve their reading, writing and mathematical skills.	* Library staff (20 hours)/per week. *Needs of school-age residents are continually assessed through conversations with residents and director of H.I.S. House. *Computers and internet access are available to school-age residents for use during homework club meetings.	*33 homework help sessions held at H.I.S. House shelter. *20 children received homework help. * 2 tutor training session held. * 8 tutors trained. * 600 reference questions answered.	* A third survey has been given to each student to assess his/her attitude towards school, homework and enthusiasm for reading. * 70% of students have developed a positive change in attitude towards school and homework * 60% of students have positive change in attitude towards reading.

For Help completing this form click F1 while the cursor is in any field. Also, this form answers application question 15; it must accompany application and report.

LSTA Outcomes Project Design and Report (Part 1)

Third quarter: Jan 1 thru March 30 (due Apr 30)		Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Revised <input type="checkbox"/>	
Services/ Programs	Inputs	Outputs	Intermediate Outcome(s)	Indicator(s) of Intermediate Outcome(s)			
The satellite center opened at the end of January. School-age residents have used the reference center to do research for school assignments, and to read for enjoyment. The satellite reference center is the only place at H.I.S. House where school-age residents are able to work in a quiet environment.	*Educational games, worksheets and books have been provided for school-age residents to use. The games, worksheets and books reinforce skills that students are learning in school. * Software needed for students' school work was added to laptops. * 8 tutors trained.	*Satellite reference center has been used frequently by school-age residents. .	*Students are performing better in school. *Students grades have improved significantly. *Adult residents have used reference materials to assist their children with their homework.	*80% of students have shown a positive change in attitude towards the library. *70% of students have shown a significant increase in self-esteem and confidence in their intellectual abilities. * Reading comprehension tests were administered to all students to assess their reading level.			

LSTA Outcomes Project Design and Report (Part 1)

Second quarter: Oct 1 thru Dec 30 (due Jan 31)		Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Revised <input type="checkbox"/>	
Services/ Programs	Inputs	Outputs	Intermediate Outcome(s)	Indicator(s) of Intermediate Outcome(s)	Indicator(s) of Intermediate Outcome(s)	Indicator(s) of Intermediate Outcome(s)	Revised <input type="checkbox"/>
Homework assistance for school-age residents at H.I.S. House has continued. Federal Work-Study tutors, interns and high-school volunteers have been working with students on a weekly basis. School-age residents have used computers provided by the library to check homework assignments, do research and improve their reading, writing and mathematical skills. The satellite center is not available for occupancy, therefore no reference materials are provided at this time.	* Library staff (20 hours)/per week. *Needs of school-age residents are continually assessed through conversations with residents and director of H.I.S. House. *Computers and internet access are available to school-age residents for use during homework club meetings. *Educational games, worksheets and books have been provided for school-age residents to use. The games, worksheets and books reinforce skills that students are learning in school. * Software needed for students' school work was added to laptops. * 8 tutors trained.	*1 Halloween story time held for school-age residents and their families. *1 holiday reception held for school-age residents and their families. *30 homework help sessions held at H.I.S. House shelter. *21 children received homework help. * 2 tutor training session held. * 8 tutors trained. * 500 reference questions answered. *Satellite reference center is not ready for occupancy, therefore it has not been used.	* Students feel more comfortable about attending school. *Students look forward to turning in assignments and receiving their grades. *Students are better equipped to work on and complete homework assignments. *Student attend the homework sessions on a regular basis. *Students are performing better in school. *Students grades have improved significantly. *Adult residents have not yet used reference materials because the satellite reference center is not ready for use.	* A second survey has been given to each student to assess his/her attitude towards school, homework and enthusiasm for reading. * 30% of students have developed a positive change in attitude towards school and homework. * 30% of students have developed a positive change in attitude towards reading. *50% of students have shown a positive change in attitude towards the library. *10% of students have shown a significant increase in self-esteem and confidence in their intellectual abilities. * Reading comprehension tests were administered to all students to assess their reading level.			

First quarter: July 1 thru Sept 30 (due Oct 31)		Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Revised <input type="checkbox"/>	
Services/ Programs	Inputs	Outputs	Intermediate Outcome(s)	Indicator(s) of Intermediate Outcome	Indicator(s) of Intermediate Outcome	Indicator(s) of Intermediate Outcome	Revised <input type="checkbox"/>
Homework assistance for school-age residents at H.I.S. House began in September. Federal Work-Study tutors and interns have been working with students on a weekly	* Library staff (20 hours)/ per week. * Needs assessment completed through conversations with	* A meeting was held to introduce program to H.I.S. House residents. *4 homework help sessions held at H.I.S. House shelter.	* Students have begun to feel more comfortable about attending school. *Students are better equipped to	* Surveys have been student to assess his/h towards school, home enthusiasm for readin			

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LSTA Outcomes Project Design and Report (Part 1)

Services/ Programs	Inputs	Outputs	Intermediate Outcome(s)	Indicator(s) of Intermediate Outcome(s)	Revised <input type="checkbox"/>
First quarter: July 1 thru Sept 30 (due Oct 31)	Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
<p>basis.</p> <p>School-age residents have used internet access to check homework assignments, do research and practice their reading and writing skills.</p> <p>The satellite reference center is not ready for occupancy, therefore no reference materials are provided at this time.</p>	<p>residents and director of H.I.S. House.</p> <p>* Computers and internet access are available to school-age residents for use during homework club meetings.</p> <p>* School supplies purchased for homework club use.</p> <p>* 6 volunteers trained.</p>	<p>*10 children received homework help.</p> <p>* 1 tutor training session held.</p> <p>* 6 tutors trained.</p> <p>*52 reference questions answered.</p> <p>*Satellite reference center is not ready for occupancy, therefore it has not been used.</p>	<p>work on and complete homework assignments.</p> <p>*Student attend the homework sessions o a regular basis.</p> <p>*Students are performing better in school.</p> <p>*Adult residents have not yet used reference materials because the satellite reference center is not ready for use.</p>	<p>*Reading comprehension tests were administered to all students to assess their reading level.</p>	

LSTA Outcomes Project Design and Report (Part 2)

Design		Target for Success for Intermediate Outcome(s)	Long Range Outcome(s)	Indicator(s) of Long Range Outcome(s)	Data Collection Method and Schedule for Long Range Outcome(s)
<p>Data Collection Method and Schedule for Intermediate Outcome(s)</p> <p>How will you measure the indicators and how often? * P.A.S.S. Attendance and satellite reference questions will be recorded for every session and tallied monthly. * Attitude surveys will be administered every 2 months or on the eve of "graduation" from the shelter. * Participants and their parents will be interviewed about academic achievement and school attendance every 2 months or on the eve of "graduation" from the shelter.</p>	<p>What is the numerical standard for your program? What percentage of participants must achieve the intermediate outcome(s) and long range outcome(s) for your program to be a success?</p>	<p>What is the long-range benefit to the user as a result of the program/ service? What change in his/her knowledge, skills, attitude, behavior or condition will show the impact of your program? * School-age residents of the shelter will feel more confident and comfortable about doing homework. * School-age residents will feel that the satellite library is an important information resource. * School-age residents will report that the homework tutors helped them to improve their academic performance.</p>	<p>What does the user say or do that reveals the achievement of the long-range outcome(s)? What can you measure that indicates the achievement? Include a quantity for the users actions. * School-age residents of the shelter will attend P.A.S.S. tutoring sessions regularly. * Increasing numbers of school-age shelter residents and their parents will state that the satellite reference/homework center serves as an important resource for their use.</p>	<p>How will you measure the indicators and how often? * Attendance at P.A.S.S. at H.I.S. House will be recorded for each session and tallied monthly. * School-age residents and their parents will respond to bi-monthly surveys about the importance of the satellite reference/homework center. * Parents of school-age participants will report academic improvement based on report card grades and teacher conferences.</p>	
<p>Final: Apr 1 thru Jun 30 (due July 31) Is project on schedule? <input type="checkbox"/> Yes <input type="checkbox"/> No Is project within budget? <input type="checkbox"/> Yes <input type="checkbox"/> No Revised <input type="checkbox"/></p>					
<p>Data Collection Method and Schedule for Intermediate Outcome(s)</p>	<p>Target for Success for Intermediate Outcome(s)</p>	<p>Long Range Outcome(s)</p>	<p>Indicator(s) of Long Range Outcome(s)</p>	<p>Data Collection Method and Schedule for Long Range Outcome(s)</p>	<p>Data Collection Method and Schedule for Long Range Outcome(s)</p>
<p>Third quarter: Jan 1 thru March 30 (due Apr 30) Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Revised <input type="checkbox"/></p>					
<p>Data Collection Method and Schedule for Intermediate Outcome(s)</p> <p>* 18 school-age residents have attended at least one meeting. * 86 hours of homework help has</p>	<p>Target for Success for Intermediate Outcome(s)</p>	<p>Long Range Outcome(s)</p> <p>* School-age residents have become acclimated to the P.A.S.S. program.</p>	<p>Indicator(s) of Long Range Outcome(s)</p> <p>School-age residents of the shelter attend P.A.S.S. tutoring sessions regularly.</p>	<p>Data Collection Method and Schedule for Long Range Outcome(s)</p> <p>* School-age resident attended the P.A.S.S. sessions at least once, 197 times.</p>	<p>Data Collection Method and Schedule for Long Range Outcome(s)</p>

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LSTA Outcomes Project Design and Report (Part 2)

Third quarter: Jan 1 thru March 30 (due Apr 30)	Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised <input type="checkbox"/>
Data Collection Method and Schedule for Intermediate Outcome(s)	Target for Success for Intermediate Outcome(s)	Long Range Outcome(s)	Indicator(s) of Long Range Outcome(s)
<p>been given to students by tutors.</p> <p>* 600 reference questions have been answered.</p> <p>* Attitude surveys were administered to all school-age residents.</p> <p>* Participants and their parents have been interviewed about academic achievement and school attendance.</p>		<p>* School-age residents feel more confident and comfortable about doing homework.</p> <p>* School-age residents have expressed, to library staff, the importance of the program and the positive effect it has had on their school work.</p> <p>* School-age residents have reported that the homework tutors have helped them to improve their homework grades.</p>	<p>* School-age residents of the shelter have reported that the computer and internet access has served as an important resource for their use.</p> <p>* Tutors have assisted school-age residents for a minimum of 1 1/2 hours per tutor, per week, for a total of 86 hours.</p> <p>* Parents of school-age participants have met with program coordinator to discuss their child's academic habits and grades.</p> <p>* Parents of school-age participants have reported improvements in some areas of their child's academic work and grades.</p>

Second quarter: Oct 1 thru Dec 30 (due Jan 31)	Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised <input type="checkbox"/>
Data Collection Method and Schedule for Intermediate Outcome(s)	Target for Success for Intermediate Outcome(s)	Long Range Outcome(s)	Indicator(s) of Long Range Outcome(s)
<p>* 13 school-age residents have attended at least one meeting.</p> <p>* 75 hours of homework help has been given to students by tutors.</p> <p>* 500 reference questions have been answered.</p> <p>* Attitude surveys were administered to all school-age residents.</p>		<p>* School-age residents have become acclimated to the P.A.S.S. program.</p> <p>* School-age residents feel more confident and comfortable about doing homework.</p> <p>* School-age residents have expressed, to library staff, the importance of the program and the positive effect it has had on their school work.</p>	<p>* School-age residents of the shelter attend P.A.S.S. tutoring sessions regularly.</p> <p>* School-age residents of the shelter have reported that the computer and internet access has served as an important resource for their use.</p> <p>* School-age residents have attended the P.A.S.S. tutoring sessions at least once, for a total of 185 times.</p> <p>* Tutors have assisted school-age residents for a minimum of 1 1/2 hours per tutor, per week, for a total of 86 hours.</p> <p>* Parents of school-age participants have met with program coordinator to discuss</p>

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LSTA Outcomes Project Design and Report (Part 2)

Second quarter: Oct 1 thru Dec 30 (due Jan 31)		Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Revised <input type="checkbox"/>	
Data Collection Method and Schedule for Intermediate Outcome(s)	Target for Success for Intermediate Outcome(s)	Long Range Outcome(s)	Indicator(s) of Long Range Outcome(s)	Data Collection Method and Schedule for Long Range Outcome(s)			
* Participants and their parents have been interviewed about academic achievement and school attendance.		* School-age residents have reported that the homework tutors have helped them to improve their homework grades.		academic habits and grades. * Parents of school-age participants have reported improvements in some areas of their child's academic work and grades.			
First quarter: July 1 thru Sept 30 (due Oct 31)		Is project on schedule? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Is project within budget? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Revised <input type="checkbox"/>	
Data Collection Method and Schedule for Intermediate Outcome(s)	Target for Success for Intermediate Outcome(s)	Long Range Outcome(s)	Indicator(s) of Long Range Outcome(s)	Data Collection Method and Schedule for Long Range Outcome(s)			
* 10 school-age residents have attended at least one meeting. * 10 hours of homework help has been given to students by tutors. * 52 reference questions have been answered. * Attitude surveys were administered to all school-age residents. * Participants and their parents have been interviewed about academic achievement and school attendance.		* School-age residents have become acclimated to the P.A.S.S. program. * School-age residents feel more confident and comfortable about doing homework. * School-age residents have reported that the homework tutors have helped them to improve their homework grades.	* School-age residents of the shelter attend P.A.S.S. tutoring sessions regularly. * School-age residents of the shelter have reported that the computer and internet access has served as an important resource for their use.	* School-age residents have attended the P.A.S.S. tutoring sessions at least once, for a total of 27 times. * Tutors have assisted school-age residents for a minimum of 1 1/2 hours per tutor, per week, for a total of 10 1/2 hours. * Parents of school-age participants have met with program coordinator to discuss their child's academic habits and grades.			

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LSTA Outcomes Project Design and Report

Certification

Grant number: 40-6426 Report: Third quarter - Jan 1 thru March 30

Project name: Placentia Achieves School Success at Homeless Intervention Shelter (P.A.S.S. at H.I.S. House)

Library/Jurisdiction: Placentia Library District

Address: 411 E. Chapman Avenue

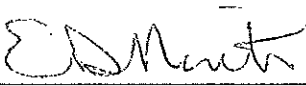
City: Placentia, CA Zip code: -928706198

Director name: Elizabeth D. Minter, MLS

Phone number: (714) 528-1925 ext. 203

Fax number: (714) 528-8236 ext.

E-mail: eminter@placentialibrary.org

Authorized signature:  Date: 4/20/2006

(Please Sign With Blue Ink)

Send ORIGINAL and three copies to:

California State Library
Budget Office – LSTA
P.O. Box 942837
Sacramento, CA 94237-0001

LSTA Quarterly Narrative Report Form
OUTCOMES MEASUREMENT PROJECTS – 2005/06

Is State Library Assistance needed? Yes No If yes, give details under question #8.

Instructions: By the deadline dates shown below:

Step 1: Complete LSTA Outcomes Project Design and Report Form (Parts 1 & 2) for the quarter and e-mail it to lsta@library.ca.gov.

Step 2: Complete this Narrative Form and e-mail it to lsta@library.ca.gov.

Step 3: Complete Quarterly Fiscal Report Form (LSTA 8) and mail to the address given below:

Step 4: Mail three (3) print copies of each form named in Steps 1 to 3 above. One of each of these print copies must have an original signature (preferably in blue ink). Mail completed forms to:

California State Library
Budget Office - LSTA
PO Box 942837
Sacramento, CA 94237-0001

This report covers: (please check one)

July 1, 2005 - September 30, 2005 (Due October 31, 2005)

October 1, 2005 - December 31, 2005 (Due January 31, 2006)

January 1, 2006 – March 31, 2006 (Due April 30, 2006)

NOTE: April 1, 2006 – June 30, 2006 (Due July 31, 2006) report will be a different narrative form.

Grantee: Placentia Library District

Grant Award #: 40-6426

1. Grantee: Placentia Library District

2. Project: Placentia Achieves School Success at The Homeless Intervention Shelter House (P.A.S.S. at H.I.S. House)

Grantee: Placentia Library District Grant Award #: 40-6426

3. Insert the timeline from your application here. Is the project on schedule? If not, please explain in the appropriate space below and describe what corrective actions are being taken.

1st report:

The project is on schedule except for the satellite reference center. The satellite reference center will be ready for use in January 2006. In the meantime reference materials are being made available to school-age residents during the P.A.S.S. homework sessions.

July Order computers and other equipment
 Recruit librarian
 Write volunteer job descriptions
 Evaluation action plan and timetable completed
 Evaluation instruments (surveys) designed
 Order books and library materials

August

 Recruit Staff
 Select and train volunteers
 Press release sent to local newspaper
 Flyers posted at the shelter
 Prepare and administer pre-test surveys at the shelter
 Purchase school and printer supplies
 Set-up satellite reference center in the shelter

September

 Prepare schedule for volunteers and staff
 Open the satellite homework/reference center to residents of the shelter
 Prepare and distribute grade appropriate school supplies
 Start after-school tutoring

October

 Write and submit first quarterly reports
 Continue all public services
 Administer first interim post survey

November

 Start to seek funding sources for second year of program
 Give presentations to program partners and other local groups
 Continue all public services

December

 Obtain RFPs for foundation funding
 Begin writing applications for continuation funding
 Continue all public services
 Administer second interim post survey

Grantee: Placentia Library District Grant Award #: 40-6426

January

Write and submit second quarterly reports
Submit applications for continuation funding
Continue all public services

February

Give another presentation to program partners and other local groups
Continue to seek funding for a second year of the program
Continue all public services
Administer third interim post survey

March

Continue all public services

April

Write and submit third quarterly reports
Continue all public services

May

Continue all public services
Administer post survey

June

Continue all public services
Write program evaluation
Write and submit final reports to State Library
Meet with program partners to discuss the future of the satellite center

2nd report:

The project is on schedule except for the satellite reference center. The satellite reference center will be ready for use in January 2006. In the meantime reference materials are being made available to school-age residents during the P.A.S.S. homework sessions.

We have begun to apply for grants that can fund the program next year. We received a Pacificare Foundation Grant last year and intend to apply again this year. In addition, we have applied for a Boeing grant and we have submitted a letter of intent for a LSTA grant. We have a grant writer and we expect to submit more applications before the end of our fiscal year (June 30, 2006).

3rd report:

The project is on schedule. The satellite reference center has been opened for use by residents of H.I.S. House. The reference center contains hundreds of books that the students have been using to assist them with their homework. In addition, there are many fiction books that the children have been reading for enjoyment. H.I.S. House has purchased several educational puzzles, board games and posters that the children use frequently. Most importantly, the satellite reference center has provided a place for the school-age residents of H.I.S. House to study and complete homework assignments without distraction.

Grantee: Placentia Library District Grant Award #: 40-6426

We have continued to contact local agencies and organizations in order to apply for funding for next year.

4. **Is the project within budget as described in the application and award letter? If not, have any budget modifications been made? Please explain.**

1st report:

The project is within budget as described in the application and award letter. No budget modifications have been made.

2nd report:

The project is within budget as described in the application and award letter. No budget modifications have been made.

3rd report:

The project is within budget as described in the application and award letter. No budget modifications have been made.

5. **So far, do the outcomes selected for your project still seem appropriate for your users? If not, please explain.**

1st report:

The outcomes selected for the P.A.S.S. project still seem appropriate for users.

2nd report:

The outcomes selected for the P.A.S.S. project still seem appropriate for users.

3rd report:

The outcomes selected for the P.A.S.S. project still seem appropriate for users.

6. **So far, do the outcomes selected for your project still seem achievable by the library? If not, please explain.**

1st report:

The outcomes selected for our project still seem achievable by the library.

Grantee: Placentia Library District Grant Award #: 40-6426

2nd report:

The outcomes selected for our project still seem achievable by the library.

3rd report:

The outcomes selected for our project still seem achievable by the library.

7. Note any constraints or foreseeable problems that may affect the success of the project. How can such problems be overcome?

1st report:

The satellite reference center is not ready to be used by residents. This is due to a fire that occurred in August 2005. H.I.S. House is working with their insurance company and contractors to come up with a timeline for clean-up and remodeling of the donated space. The satellite reference center should be ready for use by January 2006. In the meantime, a locked cabinet is being used to store some of the reference materials and computers at H.I.S. House. These items are made available to school-age residents during the P.A.S.S. meetings.

2nd report:

There are no new constraints or foreseeable problems that will effect the success of the project. The satellite reference center is almost ready to be used by residents. It should be completed by the end of January 2006.

3rd report:

There are no new constraints or foreseeable problems that will effect the success of the project. On the other hand, the program has become extremely popular with residents and their children. We are receiving volunteer support from all H.I.S. House staff and area organizations.

8. What assistance, if any, can the State Library give you at this point?

1st report:

No assistance is needed at this time.

2nd report:


No assistance is needed at this time.

3rd report:

No assistance is needed at this time.

Grantee: Placentia Library District Grant Award #: 40-6426

9. Attach any samples of publicity or other materials you want to share.

10. Signature of person completing report: 

Title: Literacy Coordinator

Telephone: (714) 524-8408 ext. 215 Email: jroberts@placentialibrary.org

Signature of Library Director: _____

State Library Consultant Action Taken:

1st report:

2nd report:

3rd report:

Quarterly Financial Report

Quarter	1 st Jul, Aug, Sep	<input checked="" type="checkbox"/>
	2 nd Oct, Nov, Dec	<input checked="" type="checkbox"/>
	3 rd Jan, Feb, Mar	<input checked="" type="checkbox"/>
	4 th Apr, May, Jun	<input type="checkbox"/>
	Liquidation	<input type="checkbox"/>

Grant Award I.D.: _____

Fiscal Year: 2005-2006

Project title: Placentia Achieves School Success at The Homeless Intervention Shelter (P.A.S.S.at H.I.S. HOUSE)

Grantee: Placentia Library District

Telephone: (714) 524-8408 ext 215 E-mail: jroberts@placentialibrary.org

Completed by: James A. Roberts, M.Ed. Title: Literacy Coordinator

Signature:  Date: April 25, 2006


Send ORIGINAL (please sign in blue ink) and three copies to:
 California State Library
 Budget Office – LSTA
 P.O. Box 942837
 Sacramento, CA 94237-0001

	Current Approved Budget (1)	1 st Quarter (2)	2 nd Quarter (3)	3 rd Quarter (4)	4 th Quarter (5)	Total Expended/ Encumbered (6)	Outstanding Encumbrances at Close of 4 th Qtr. (7)	Liquidation of Outstanding Project End Encumbrances (8)	Unexpended/ Unencumbered Balance (9)
a.	\$24,927	\$6,231	\$6,231	\$6,231	\$0	\$18,693	\$0	\$0	\$6,234
b.	\$8,500	\$1,418	\$1,418	\$4,500	\$0	\$7,336	\$0	\$0	\$1,164
c.	\$14,757	\$6500	\$2,500	\$3,500	\$0	\$12,500	\$0	\$0	\$2,257
d.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
e.	\$450	\$112	\$112	\$112	\$0	\$336	\$0	\$0	\$114
f.	\$48,634	\$14,261	\$10,261	\$14,343	\$0	\$38,865	\$0	\$0	\$9,769

a. Salaries and Benefits
 b. Materials
 c. Operating Expenses
 d. Equipment
 e. Indirect Costs
 f. Total

NOTE: Failure to submit these reports within the timelines of the grant program could jeopardize receipt of final 10% grant payment. Any budget adjustments or modifications must be shown on LSTA 8 page 2. If there are no changes to the current budget, page 2 need not be returned.

Agenda Item 32

TO: Elizabeth Minter, Library Director
FROM: Jim Roberts, Public Services Manager/Literacy Coordinator 
DATE: May 9, 2006
SUBJECT: Application for LSTA Grant FY 2006-07.

BACKGROUND:

The Placentia Library Literacy Services completed and submitted Library Science and Technology Grant FY 2006-07 Application in April. The Grant requested funding to continue the homework club at Topaz Elementary School and to begin new homework clubs at Ruby Drive and Tynes Elementary Schools for their graduates attending Kraemer Middle School.

RECOMMENDATION:

That the Library Board of Trustees receive and file.



California State Library
Library Services and Technology Act (LSTA)
Fiscal Year 2006/2007

APPLICATION (LSTA 6)

Submit ORIGINAL (please sign in blue ink) and four (4) copies to be received by 4:00 p.m. on April 21, 2006 to Attn: LSTA Grants, Library Development Services, California State Library, P.O. Box 942837, Sacramento, CA 94237-0001, for mail. (Non-postal delivery: 900 N Street, Suite 500, Sacramento, CA 95814). FAX is not acceptable. INFORMATION: Tel. (916) 653-5217.

1. Project title: Placentia Achieves School Success (P.A.S.S.) at the Topaz/Tuffree, the Ruby Drive/Kraemer, and the Tynes/Kraemer Homework Clubs
2. Applicant organization/jurisdiction: Placentia Library District
Web page URL: www.placentialibrary.org
Director's name: Elizabeth D. Minter Phone: (714) 528-1925 ext 203
E-mail: eminter@placentialibray.org Fax: (714) 528-8236
3. Address: 411 E. Chapman Ave.; Placentia, CA 92870
4. Contact person: James Roberts Phone: (714) 524-8408 ext 215
E-mail: jroberts@placentialibrary.org Fax: (714) 528-8236
Address (if different from #3): _____
5. How many people will be directly served as clients by this project? 100
Source of this number (e.g., US Census, library circulation records, etc.): current 6th grade enrollment
6. What other libraries, agencies and organizations will collaborate with you on this project? (Submit information on the roles of each in Q15. Attach letters of agreement from each.)
Organization Name: Tuffree Middle School and Kraemer Middle School
Contact Person: Sharon Cortes, Principal and Minerva Gandara-Boggs, Principal
Topaz Elementary School, Ruby Drive Elementary School, and Tynes Elementary
Organization Name: School
Contact Person: Kathy Kreil, Principal; Dorie Staack, Principal; and Paula Emry-Burttt, Principal
7. What amount of LSTA funding is requested? \$68,654
8. Which goal in the State Plan will this project address? (See the State Plan on the CA State Library website. <http://www.library.ca.gov>) goal #1

Project title: P.A.S.S. at Topaz/Tuffree, Ruby Drive/Kraemer, Tynes/Kraemer Homew
Applicant/Jurisdiction: Placentia Library District

9. **Executive Summary.** (Complete in space provided) This is an abstract of your entire project and should be written *after* you've completed the rest of the application. It should be clear and persuasive for all who will evaluate your application. Include answers to these questions: Whom do you propose to serve? What needs have you identified? What are your project goals and objectives? What new services will the library provide?

The mission of the Placentia Library District is to provide library services and materials that are responsive to the informational, recreational, educational, and cultural needs of all members of the community. The mission of the Placentia Library Literacy Services (PLLS) is to provide a wide range of literacy services to the community. The students who attend Title I elementary schools in the Placentia/Yorba Linda Unified School District are an underserved, at-risk, part of the Library community. Many of these students are English language learners whose parents do not speak English. They reside in the lowest socio-economic areas of the school district. These students are often responsible for the after-school care of their younger siblings and face significant obstacles when trying to complete their homework assignments.

Placentia Achieves School Success (P.A.S.S.) at the Topaz/Tuffree, Ruby/Kraemer, and Tynes/Kraemer homework clubs will provide services to 7th and 8th grade English Language Development (ELD) students who are recent graduates of either Tuffree, Ruby Drive, or Tynes Elementary Schools. We identified the need for this program through an existing program and during interviews with the school administrators and staff. The discussions focused on the proficiency levels of the 6th graders and achievement levels of the ELD students in middle school. Ruby Drive Elementary school reported that fewer than 10% of the ELD students scored Proficient (PRO) or above, and that nearly 50% scored Far Below Basic (FBB) on the CST test in language arts. Similar scores were reported by both Tynes and Topaz elementary schools. Clearly, these students require additional support if they are to succeed in middle school and beyond. The program outlined in this proposal will serve to provide that needed support.

Our project will create and staff homework clubs at three (3) Title I elementary schools. The clubs will provide a positive and nurturing venue in which seventh and eighth graders may complete their homework assignments. Volunteer tutors, supervised by Library staff, will be available to provide assistance to middle school students. An additional benefit and a positive off-shoot of this program is that younger siblings (from the elementary schools) will also be able to receive homework assistance while in the care of their older brothers and sisters.

Our project goal is to establish an innovative after-school program that provides supportive tutors and a welcoming site to facilitate the successful completion of homework assignments. This program will add a new dimension to our Library outreach services by providing additional services to some of the neediest students in our local school district.

Project title: P.A.S.S. at Topaz/Tufree, Ruby Drive/Kraemer, Tynes/Kraemer Home
Applicant/Jurisdiction: Placentia Library District

10. Budget Summary

	LSTA (1)	Other funds (2)	In-kind (3)	Total (4)
a. Salaries and benefits	\$49,854	\$0	\$26,500	\$76,354
b. Library materials	\$1,000	\$0	\$0	\$1,000
c. Operation	\$15,300	\$5,000	\$24,360	\$44,660
d. Equipment (5k/unit)	\$0	\$0	\$0	\$0
e. Total for objectives	\$66,154	\$5,000	\$50,860	\$122,014
f. Indirect cost	\$2,500	\$2,500	\$0	\$5,000
g. Total	\$68,654	\$7,500	\$50,860	\$127,014

11. What client needs will your project address and how did you determine these needs?

The clients will be English Language Development (ELD) students who are recent graduates of Topaz, Ruby Drive, and Tynes Elementary Schools, three Title I elementary schools in the Placentia Yorba Linda Unified School District (PYLUSD). Placentia Library Literacy Services already has an English Language and Literacy Intensive (ELLI) partnership with each of the schools. Our ELLI tutors are in several classrooms at each site. The school administrators identify the best placements for ELLI tutors. The ELLI tutors work under the guidance of classroom teachers to provide remediation to students who need some extra help. The students in the target group attend either Kraemer or Tuffree Middle Schools. We determined the need for this program by reviewing CELDT and CST scores for ELD students who are in the 6th grade at the three elementary schools, and through interviews with the school principals and Title I administrators. Our discussions revealed that ELD students who had been successful in their elementary schools were finding it difficult and challenging to achieve similar academic success in middle school. The principals thought that the larger middle schools were unable to provide the same levels of nurturing support for these at-risk learners. The brain-storming sessions developed the concept of establishing homework clubs at the elementary school sites which are close to the students' homes. The ELD students would return to the "cocoon" of the elementary school site to work on the challenging assignments of the middle schools.

A pilot program during school year 2005-2006 has proven that the concept leads to improved academic achievement for these underserved, at-risk ELD students.

12. What is your project goal? How does your project goal address the state plan goal identified in Q8?

Our project goal is to establish an innovative after-school program that provides nurturing and supportive tutors and a welcoming venue in which students may successfully complete their homework assignments. State Plan goal #1 states that libraries will provide their clientele with equitable access to lifelong education

Project title: P.A.S.S. at Topaz/Tufree, Ruby Drive/Kraemer, Tynes/Kraemer Home

Applicant/Jurisdiction: Placentia Library District

through development of children, youth, adult and family literacy services; after-school programs for children and youth; innovative or enhanced school library programs; distance or online learning; and other educational resources so that all Californians can improve their education and achieve their life goals as lifelong learners, workers, family members and members of society. Our project exemplifies State Plan goal # 1.

13. **Please list the project objectives (i.e. the quantity of services, products and/or programs you expect to provide).**

Forty (40) volunteer tutors will be recruited and trained to serve as homework helpers for 120 ELD students in three homework clubs during 116 sessions (2 hour sessions, 4 days each week) and will attain 60% success as evidenced in improved academic grades, California English Language Development Test (CELDT) scores, attendance records, and overall student achievement.

The Homework clubs will meet Monday through Thursday for 2 hour sessions, 29 weeks (when school is in session) at Topaz, Ruby Drive, and Tynes Elementary Schools. Each site will be staffed by volunteer literacy tutors. The program coordinator will oversee the sites with the help of a 10 hour/week part-time assistant at each site.

Tutors will work directly with students so that each student is able to complete his/her daily homework assignments and work on any long term projects that have been assigned. Tutors will also provide remedial, one-to-one tutoring when possible. Students will be able to use computers and printers during homework club hours.

14. **Please list your project activities in time sequence. Activities are specific tasks that must be accomplished to achieve your objectives.**

July and August

- Recruit from existing Library staff and add additional hours to back-fill those positions
- Write volunteer job descriptions
- Order materials
- Begin to recruit volunteers

September

- Continue to recruit volunteers
- Select and train volunteers
- Distribute flyers to parents of the target students
- Hold meetings with the parents and obtain consent forms (to collect test scores and take photographs)

Project title: P.A.S.S. at Topaz/Tuffree, Ruby Drive/Kraemer, Tynes/Kraemer Homev
Applicant/Jurisdiction: Placentia Library District

Prepare schedules for the librarian and the volunteers
Start providing services at the two elementary school sites

October
Write and submit first quarterly reports
Continue all public services
Review first quarter grades of the students

November
Continue all public services
Seek out funding sources for FY2007-2008

December
Continue all public services
Begin writing proposals for continued funding

January
Continue all public services
Continue seeking funding for FY2007-2008
Review second quarter grades of the students

February
Continue all public services
Continue seeking funding for FY 2007-2008

March
Continue all public services

April
Continue all public services
Review third quarter grades of the students

May
Continue all public services
Evaluate the possibility of expanding the project to all TitleI schools in PYLUSD

June
Evaluate the success of the program
Plan for continuation in school year 2007-2008

15. Please describe the role(s) of the collaborating agencies listed in Q6 (i.e., what will they do? contribute? receive?). For each agency, please attach a letter of agreement describing its role and signed by its administrator or other official.

The project will be a collaborative effort involving:

- * The Placentia Library Literacy Services;
- * Topaz, Ruby Drive, and Tynes Elementary Schools;
- * Tuffree and Kraemer Middle Schools;
- * El Dorado and Valencia High Schools;
- * Cal State University, Fullerton (CSUF) and,
- * Western State University College of Law (WSU).

Project title: P.A.S.S. at Topaz/Tufree, Ruby Drive/Kraemer, Tynes/Kraemer Hor
Applicant/Jurisdiction: Placentia Library District

The Library has arranged for and nurtured the partnerships, and developed the concept for the homework clubs. It will also be responsible for recruiting the paid staff, providing the materials and any equipment, support, or additional materials needed for general operations for the clubs. The Placentia Library Literacy Services will recruit and train all volunteers.

The elementary schools will provide the facilities.

The middle schools will publicize the program, identify potential students, obtain consent forms, and invite parents to meetings that will explain the project.

The high schools will provide volunteer tutors from the Placentia Rotary Reading Enrichment Program (PRREP) an academic/service club in PYLUSD. High school students receive community service hours based on their tutoring hours. PYLUSD has an exit requirement of 40 hours of community service for all graduates.

CSUF will provide interns, service learners, and Federal Work/Study students to serve as tutors. Interns and service learners fulfill academic requirements when they serve as tutors. Federal Work/Study students receive a stipend for their service.

WSU will provide Federal Work/Study students to serve as tutors. Federal Work/Study students receive a stipend for their service.

16. **Please describe the roles your current staff will play in this project. Also list any additional staff that you will hire or contract with for this project and the roles they will have. Note whose work will be paid for by the grant.**

Existing Library staff will administer the project. Any new staff hired will "fill in" for reassigned Library staff and will be paid with grant funds. Federal Work/Study students from Western State University College of Law (WSU) and California State University, Fullerton (CSUF) will comprise a portion of the tutoring staff (in-kind funding).

17. **Will you need to do staff training *before* implementing this project? *During* the project? If you answered 'yes' to either question, please describe your staff-training plan here.**

no

Project title: P.A.S.S. at Topaz/Tufree, Ruby Drive/Kraemer, Tynes/Kraemer Homewo:

Applicant/Jurisdiction: Placentia Library District

18. How will you ensure that the people whom this project intends to serve are aware of the program? Describe how you will publicize the program to potential users.

The middle schools will provide a list of potential participants, distribute flyers to the target group, and invite parents to meetings about the project. We will submit articles and meeting notices to the local newspaper, and include information about the project in Library newsletters. Public service announcements about the project will air on cable television. We expect that teachers will refer students to the homework clubs, and that word of mouth will also inform people about the clubs.

19. How will you ensure that the greater community is aware of what the library is doing? Describe how you will publicize the project to stakeholders and others.

We will invite members of the local press to observe and photograph the project. We will attend meetings of local service organizations (Placentia Rotary Club, Placentia Round Table Women's Club, Placentia Chamber of Commerce, and other groups) to publicize the project in the larger community.

20. How will you evaluate this project?

We will use standardized test scores, overall student achievement records, grade point averages, homework completion data, student attendance records, and report card grades to evaluate the academic success of the participants. Feedback from the administration and staff of middle schools and parent's comments will also be included in the evaluation process.

21. Will this project be continued beyond this grant year? If so, how will it be funded and/ or staffed?

We plan to continue this program and, eventually, to expand it to all Title I schools in the PYLUD. We plan to apply for other grant funding to continue and to expand this project. We expect to continue our on-going partnerships with Federal Work/Study students from WSU and CSUF.

22. How and when are you planning to share the results of this project beyond your local jurisdiction? Is the project a model for replication?

We plan to share the results of this project with SCLLN members and in CLLS mid and year end reports. We are planning to apply for a HighSmith Innovation award in 2007 (the next grant cycle).

The project is a model for replication in other jurisdictions that provide services to ELD and at-risk students. We will welcome observers who want to learn more about how our program works.

Project title: P.A.S.S. at Topaz/Tufree, Ruby Drive/Kraemer, Tynes/Kraemer Home
Applicant/Jurisdiction: Placentia Library District

23. Program budget: LSTA funds requested. (Larger budget tables available upon request)

LSTA Funds Requested	Objective (1)	Objective (2)	Objective (3)	Total
a. Salaries (including benefits, if applicable)				
1) 10 hour/week employee	\$16,618	\$0	\$0	\$16,618
2) 10 hour/week employee	\$16,618	\$0	\$0	\$16,618
3) 10 hour/week employee	\$16,618	\$0	\$0	\$16,618
4)	\$0	\$0	\$0	\$0
5)	\$0	\$0	\$0	\$0
6)	\$0	\$0	\$0	\$0
Subtotal for objective(s)	\$49,854	\$0	\$0	\$49,854
b. Library Materials				
	\$1,000	\$0	\$0	\$1,000
c. Operation				
Contracts (specify):				
1)	\$0	\$0	\$0	\$0
2)	\$0	\$0	\$0	\$0
3)	\$0	\$0	\$0	\$0
Equipment (under \$5,000 per unit)	\$7,000	\$0	\$0	\$7,000
Computer software	\$1,500	\$0	\$0	\$1,500
Database subscriptions		\$0	\$0	\$0
Postage	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0
Supplies	\$4,500	\$0	\$0	\$4,500
Telecommunications	\$1,550	\$0	\$0	\$1,550
Training	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0
Other (specify):				
1) service agreements for hardware	\$750	\$0	\$0	\$750
2)	\$0	\$0	\$0	\$0
Subtotal for objective(s)	\$15,300	\$0	\$0	\$15,300
d. Equipment (over \$5,000 per unit)				
1)	\$0	\$0	\$0	\$0
2)	\$0	\$0	\$0	\$0
Subtotal for objective(s)	\$0	\$0	\$0	\$0
e. Total for objective(s)				
	\$66,154	\$0	\$0	\$66,154
f. Indirect cost, maximum 10% of line e total				
				\$2,500
g. Total LSTA funds requested				
				\$68,654
h. Other funds				
				\$6,000
i. In-kind				
				\$50,860
j. Total project				
				\$125,514

Project title: P.A.S.S. at Topaz/Tufree, Ruby Drive/Kraemer, Tynes/Kraemer Home
Applicant/Jurisdiction: Placentia Library District

24. **Narrative support for budget. Please provide additional information about staffing, salaries (including benefits percentages), library materials, and operation. Please be sure to justify all equipment, both large and small, specifying what type will be purchased and how it will be used. Also identify what other funds, and their source, will be available for the project and the nature of the in-kind support that will be provided. Itemize all contracts. Itemize all staff positions.**

Facility space and utilities will not be funded by the grant. They will be donated by the Placentia/Yorba Linda Unified School District, valued at \$70.00/session for 348 sessions (116 at each of 3 sites) of 2 hours each, or a total of \$24,360 in-kind.

Federal Work/Study tutors will work for a total of 55 hours/week @\$16.60/hour for 29 weeks, for approximately \$26,500 in-kind.

Project assistant coordinators: Three (3) 10 hour/week employees to fill Library positions resulting from staff reassignment to the new project. These positions include benefits. \$16,618 per 10 hour employee for a total of \$49,854 from the grant.

Library materials: \$1,000 from grant for reference books for project sites.

Equipment: \$7000 from grant for 2 laptop computers and a color printer for each of the 3 sites

Software: \$1500 from grant. Includes Microsoft Office- Student/ Teacher Edition, Microsoft Publisher and Encarta 2006 Edition for each of 3 sites.

Supplies: \$4500 from grant. Includes general school supplies, general office supplies, printer cartridges, printer paper and a locking file cabinet for each of 3 sites.

Telecommunications: \$1550 from grant. Includes Internet service provider and telephones for each of 3 sites.

Service contracts for computers and printers: \$750 for all 3 sites.

Project title: P.A.S.S. at Topaz/Tufree, Ruby Drive/Kraemer, Tynes/Kraemer Homework
Applicant/Jurisdiction: Placentia Library District

25. Certification.

- a. I affirm that the jurisdiction or agency named below is the legally designated fiscal agent for this program and is authorized to receive and expend funds for the conduct of this program.
- b. I affirm that any or all other agencies participating in the program have agreed to the terms of the application/grant award, and have entered into an agreement(s) concerning the final disposition of equipment, facilities, and materials purchased for this program from the funds awarded for the activities and services described in the attached, as approved and/or as amended, application.
- c. Children's Internet Protection Act (CIPA). Public libraries, public school libraries, and library consortia must complete, sign, and attach appropriate original CIPA form (available on State Library website, <http://www.library.ca.gov/html/grants.cfm>).

Name and title: Elizabeth D. Minter, M.L.S

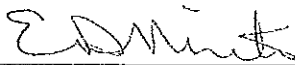
Organization: Placentia Library District

Street/ mailing address: 411 E. Chapman Ave.

City: Placentia County: Orange Zip+4: 92870-6198

Telephone: (714) 528-1925 ext. 203 Fax: (714) 528-8236

E-mail: eminter@placentialibrary.org

Authorized representative:  Date: Apr 13, 2006
(Signature)

CAPITOL OFFICE
STATE CAPITOL
ROOM 3082
SACRAMENTO, CA 95814
TEL: (916) 651-4029
FAX: (916) 324-0922

DISTRICT OFFICE
605 E. FOOTHILL BLVD., #A
GLENORA, CA 91740
TEL: (626) 914-5046
FAX: (626) 914-8976

California State Senate

SENATOR
BOB MARGETT
TWENTY-NINTH SENATORIAL DISTRICT



PUBLIC SAFETY
GOVERNMENTAL
ORGANIZATION
TRANSPORTATION &
HOUSING

April 18, 2006

Mr. Chris Berger
LSTA Selection Committee
California State Library
P.O. Box 942837
Sacramento, California 94237-0001

Dear Mr. Berger

I am pleased to offer my support for the Placentia Library District's application for a Library Science and Technology Act (LSTA6) grant. The Placentia Library District has been providing top quality literacy services for more than two decades, and they are continually seeking ways to enhance the services they provide, in particular to the at-risk and underserved youth of Placentia.

The Placentia Library District will utilize their LSTA6 grant to expand a homework assistance club that was established at Topaz Elementary School and Tuffree Middle School in 2005. This program targets Title I students who are in most need of tutoring. This program is seeing results, with students' grade point averages on the rise, and completing their homework assignments, which is a significant improvement over their previous performance. The expanded homework club program will include partnerships between Ruby Drive Elementary School, John O. Tynes Elementary School, and Kraemer Middle School.

With LSTA6 funding, I firmly believe that the partnership between the Placentia Library District and their local elementary and middle schools will have an extremely positive impact on Placentia's student population. I strongly urge the Selection Committee's support for the Placentia Library District's LSTA6 grant application.

Kind regards,

Handwritten signature of Bob Margett in cursive script.

BOB MARGETT
Senator, 29th District



CHRIS NORBY
Supervisor, Fourth District
Orange County Board of Supervisors

Orange County Hall of Administration
10 Civic Center Plaza, P.O. Box 687, Santa Ana, California 92702-0687
Phone (714) 834-3440 Fax (714) 834-2045
chris.norby@ocgov.com
www.oc.ca.gov/supes/fourth/



April 11, 2006

LSTA6 Grant
Re: Letter of Support, Placentia Library Literacy Services

Dear Selection Committee:

As the Fourth District Supervisor for the Orange County Board of Supervisors, I am honored to write this letter of support for the Placentia Library Literacy Services' Nomination Application for the LSTA6 Grant.

The Placentia Library District has provided top quality literacy services for over 21 years, and it is continually seeking ways to increase literacy services to the community, particularly for at-risk and under-served youth. Two years ago, as a result of redistricting, Topaz Elementary School began sending its sixth grade graduates to Tuffree Middle School. Topaz is the only Title I School that feeds into Tuffree. Title I Schools serve the children of lower-socio economic families, many of whom are also English Learners. Many educators agree that the transition from sixth to seventh grade is a difficult one for many students. This is particularly true when the students transitioning are English Learners.

This school year, the Placentia Library Literacy Services, through a partnership with Topaz and Tuffree, began the Topaz-Tuffree Homework Club, a program aimed at providing homework help for Topaz graduates in the seventh and eighth grades at Tuffree Middle School. Two measurements of success are students in the homework club completed homework assignments on time and received above average grades on first semester report cards -- things they weren't doing last school year.

Ruby Drive and Tynes Elementary Schools are Title I schools that feed into Kraemer Middle School. Ruby Drive has nearly fifty English Learners and Tynes has more than sixty. I'm also aware that, on their most recent standardized testing, the majority of these English Learners were not proficient. I firmly support and believe it is crucial to begin new homework clubs at Tynes and Ruby Drive next school year for these at-risk, under-served seventh grade students.

The Placentia Library Literacy Services has a proven track record of beginning innovative programs and of continuing them. With LSTA6 funding, I firmly believe that the three homework club partnerships between the Topaz-Tuffree, Ruby Drive-Kraemer, and Tynes-Kraemer schools and the Placentia Library will have a positive impact in the community. I urge the selection committee to favorably consider the Placentia Library Literacy Services' Application for the LSTA6 Grant.

Respectfully,

A handwritten signature in cursive script that reads "Chris Norby".

Chris Norby
Supervisor, Fourth District
Orange County Board of Supervisors



April 3, 2006

Re: Letter of Support for the LSTA6 Grant - Placentia Library Literacy Services

Dear Selection Committee:

It is with great enthusiasm that I write this letter of support for the Placentia Library Literacy Services' Nomination Application for the LSTA6 Grant that, if funded, will help our students become more successful academic learners while strengthening their English language skills.

Five elementary schools feed into Tuffree Middle School. Two years ago, as a result of new attendance boundaries, Topaz Elementary School began sending its 6th grade graduates to Tuffree. Topaz is the only Title I school in the Tuffree attendance area, and as you know, Title I schools serve the children of lower socio-economic families, many of whom are also English Learners.

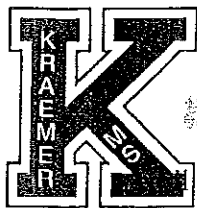
This school year, through a partnership with the Placentia Library Literacy Services, Topaz Elementary, and Tuffree Middle School, we began the *Topaz-Tuffree Homework Club*, an after-school program that provides academic assistance to 7th and 8th grade students who attended Topaz in their elementary school years. Two measurements of success that we are pleased to report are that several students who regularly attend the homework club received above-average grades on their first semester report cards, and they are successfully completing homework assignments on time. These are achievements that the same students weren't accomplishing last school year.

There are now 44 English Learners in the 6th grade at Topaz Elementary, and most if not all, will attend Tuffree Middle School for the 2006-07 school year. I also know that on their most recent standardized testing, the majority of these students did not score at the proficient level. I firmly support and believe it is crucial to provide a homework club at Topaz next school year for these at-risk, underserved 7th grade students.

The Placentia Library Literacy Services has a proven track record of implementing and maintaining innovative literacy programs. With LSTA6 funding, I firmly believe that the partnership among Topaz, Tuffree, and the Placentia Library will continue to have a positive impact in the community. I urge the selection committee to favorably consider the Placentia Library Literacy Services' Application for the LSTA6 Grant.

Respectfully

Sharon Cordes, Ed.D.
Principal



KRAEMER MIDDLE SCHOOL

Striving for Straight A's.....Excellence in Academics, Arts, A

10/2006

LSTA6 Grant

Re: Letter of Support, Placentia Library Literacy Services

Dear Selection Committee:

I am the Principal of Kraemer Middle School, and it is my pleasure to write this letter of support for the Placentia Library Literacy Services' Nomination Application for the LSTA6 Grant.

Kraemer Middle School has six elementary schools in Placentia that are feeder schools. Five of these six feeder schools, including Ruby Drive and Tynes Elementary Schools, are Title I Schools. Title I Schools serve the children of lower-socio economic families, many of whom are also English Learners. Kraemer presently has 567 English Language Learners whose literacy skills are far below basic on the California Standardized Tests.

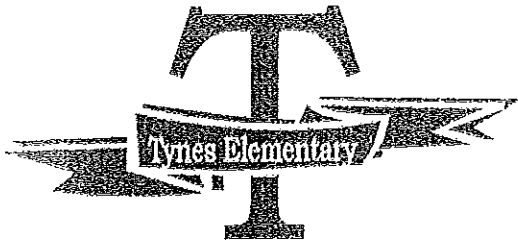
I am excited at the prospect of forming a partnership with the Placentia Library Literacy Services and Ruby Drive and Tynes Elementary Schools. To start a Ruby Drive-Kraemer and a Tynes-Kraemer Homework Clubs next school year would be most beneficial to our struggling readers.

There are now forty-eight English Learners in the sixth grade at Ruby Drive Elementary, and most, if not all, will be attending Kraemer next school year. I also know that on their most recent standardized testing that the majority of them were not at grade level in reading. Even more alarming is the fact that 90 percent of these sixth grade students were not proficient on the California Standardized Testing (CST) for Language Arts. At Tynes, 65 % of the students are socio-economically disadvantaged, and a large number of them are English Learners. I firmly support and believe it is crucial to provide a homework clubs at Ruby Drive and Tynes Elementary Schools next school year for these at-risk, under served seventh grade students.

The Placentia Library Literacy Services has a proven track record of beginning innovative programs and of continuing them. With LSTA6 Grant funding, I firmly believe that the partnership among Kraemer Middle School, Ruby Drive Elementary School, Tynes Elementary School and the Placentia Library Literacy Services will have a positive impact in the community. I urge the selection committee to favorably consider the Placentia Library Literacy Services' Application for the LSTA6 Grant.

Respectfully,

Minerva Gandara-Boggs, Principal
Kraemer Middle School



John O. Tynes Element
735 Stanford Drive
Placentia, CA 92870
(714) 996-5550/Fax (71

Agenda Item 32
Attachment A
Page 15 of 17

Paula Emry-Burt, Principal
Peggy Faure, Assistant Principal

March 29, 2006

Re: LSTA6 for the Placentia Library

Dear Selection Committee:

I am the Principal of Tynes Elementary School in Placentia, California and I am writing this letter in support of the Placentia Library Literacy Services' Nomination Application for the LSTA6 Grant.

Tynes Elementary is a K-6 school serving the neighboring Placentia community as well as students from neighboring cities, primarily Anaheim and Fullerton. Student of the Tynes community come both from families that live in local housing developments as well as many multi-family apartment dwellers and mobile home parks. Tynes Elementary serves over 900 students with a 16 language subgroup of English Learners that make up 60% of the population. Tynes Elementary is a Title I School with 65% of the student population designated as Socioeconomically Disadvantaged based on their qualification for free and reduced lunch.

Throughout the years, Tynes Elementary has had the pleasure of having a very successful partnership with the Placentia Library. Students in 2nd through 6th grade use the library as a resource for homework help and research assistance as well as to check out books for our school wide Accelerated Reading Program.

With LSTA6 funding, our affiliation with the Placentia Library can solidify our partnership by providing further assistance to our student population who is at-risk of not mastering grade level curriculum. Under this funding, the Placentia Library would host a homework club for Tynes students who need extra academic help. Further aid would provide our socioeconomically disadvantaged population (65% of Tynes students), an academic setting beyond the school realm and provide assistance for many students that perhaps would not be able to have an opportunity to afford private tutoring.

With LSTA6 funding, I firmly believe that the partnership between Tynes Elementary School and the Placentia Library can only become stronger and benefit all stakeholders involved, Tynes students and the Placentia community. I urge the selection committee to favorably consider the Placentia Library Literacy Services' Application for the LSTA6 Grant.

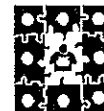
Sincerely,

Paula Emry-Burt

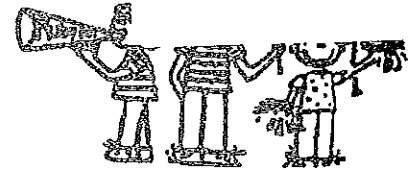
Paula Emry-Burt, Principal
Tynes Elementary School



"The Power of Team Work"
Essential Pieces = Achievement
Students ~ Parents ~ Teachers
Can't imagine "Us" without "You"



Ruby Drive Elementary School
601 Ruby Drive - Placentia, CA 92870
(714) 996-1921



April 3, 2006

LSTA6 Grant

Re: Letter of Support, Placentia Library Literacy Services

Dear Selection Committee:

I am the Principal of Ruby Drive Elementary School, and it is my pleasure to write this letter of support for the Placentia Library Literacy Services' Nomination Application for the LSTA6 Grant.

Ruby Drive Elementary is a Title I School and serves the children of many lower income families. In addition, the majority of the Ruby Drive student population comes from Spanish speaking homes. Ruby Drive Elementary School feeds into Kraemer Middle School. Five out of the six elementary schools that feed into Kraemer are Title I Schools.

There are now forty-eight English Learners in the sixth grade at Ruby Drive Elementary School. On their most recent California English Language Development Test (CELDT), twenty-five scored at a level below reasonable fluency, and on their California Standardize Testing (CST) for Language Arts, forty-four were not proficient. I am very pleased that the Placentia Library Literacy Services wants Ruby Drive to host a homework club next school year for these at-risk seventh grade students. I am also aware that the Topaz-Tuffree model has been a tremendous success this school year, and I am excited at the prospect of the Ruby Drive-Kraemer Homework Club emulating that model next school year.

With LSTA6 Grant funding, I firmly believe that creating a partnership among Ruby Drive Elementary School, Kraemer Middle School, and the Placentia Library will have a positive impact in the community and outreach to an underserved segment of students. I urge the selection committee to favorably consider the Placentia Library Literacy Services' Application for the LSTA6 Grant.

Respectfully,

Dorie Staack

Principal

Ruby Drive Elementary School

School Mission: It is the mission of Ruby Drive School to provide a strong basic education for every student and to develop self-esteem and citizenship thereby enabling the student to be a successful life-long learner and a contributing member of a changing society.

Topaz Elementary School

Mrs. Kathy Kreil, Principal

March 28, 2006

LSTA6 Grant

Re: Letter of Support, Placentia Library Literacy Services

Dear Selection Committee:

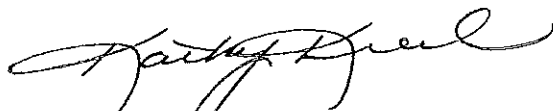
I am the Principal of Topaz Elementary School, and it is my pleasure to write this letter of support for the Placentia Library Literacy Services' Nomination Application for the LSTA6 Grant.

Topaz Elementary is a Title I school and serves the children of many lower income families. In addition, the majority of the Topaz student population comes from Spanish speaking homes. This school year, through a partnership with the Placentia Library Literacy Services, we began the Topaz-Tuffree Homework Club, a program aimed at providing homework help for Topaz graduates in the seventh and eighth grades at Tuffree Middle School. The homework club meets at Topaz every Monday to Thursday from 4-6 PM and has been averaging twenty students each day. The measurement of success is that the first semester report cards for most of these students were above average.

There are now forty-four English Learners in the sixth grade at Topaz Elementary. On their most recent California English Language Development Test (CELDT), twenty-six scored below grade level, and on their California Standardize Testing (CST) for Language Arts, thirty-five were not proficient. I believe that is critical to host a homework club at Topaz next school year for these at-risk seventh grade students.

There is no question that the Topaz-Tuffree homework club is a model program that serves an under-served population in our community. With LSTA6 funding, I firmly believe that this partnership between Topaz Elementary School and the Placentia Library District Literacy Services is a legacy that will continue to have a positive impact in the community. I urge the selection committee to favorably consider the Placentia Library Literacy Services' Application for the LSTA6 Grant.

Respectfully,



Kathy Kreil
Principal
Topaz Elementary School





PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director *EDM*
SUBJECT: Library Director's Report
DATE: May 9, 2006

Activities Report:

- Apr 17 Library Board Meeting
- Apr 18 ISDOC Executive Committee, Special Meeting to discuss complaints received from two Districts (Trabuco Canyon and East OC Water) about increases in their LAFCO budget allocation that they claimed were based on errors in their Annual Reports to the State Auditor/Controller.
- Apr 19 Participated in the Boeing Employees grant awards presentation at the Anaheim facility. The Foundation processed a grant application for \$5,000 to the Literacy Program.
- Participated in the Friends/Foundation Joint Publications Committee meeting.
- Apr 27 Attended the Chamber of Commerce Breakfast.
- Attended the Orange County Volunteer Center Spirit of Philanthropy Awards at the Hyatt in Irvine to celebrate the nominations of All Lee and Allie Smith from Placentia Library Literacy Services.
- May 1 Participated in the Friends Board Meeting and conducted an orientation and tour of the Library for new members prior to the Meeting.
- May 2 ISDOC Executive Committee Meeting.
- May 3 Attended the Placentia Round Table Women's Club and received a check for \$1,000 that is designated for the History Room digitization project.
- Participated in the Friends/Foundation Joint Publications Committee meeting.
- May 4 Hosted the Executive Council Meeting of Santiago Library System.
- Attended a Chamber of Commerce Ribbon Cutting.
- Participated in the Foundation Board of Directors Meeting.


May 6 Saturday Manager at the Library

Staff Meetings:

Apr 19 Wendy conducted the meeting while I attended for the Joint Publications Committee at the same time.

May 3 Announced the Friends/Foundation merger and discussed some of the potential impacts for the Library; announced that Mary Strazdas has been nominated by a staff committee as the ABWA Shining Star, distributed two SDRMA safety pamphlets, discussed some Passport processing issues, and discussed budget development.

Agenda Item 34

TO: Elizabeth Minter, Library Director
FROM: Jim Roberts, Public Services Manager 
DATE: May 9, 2006
SUBJECT: Program Committee Report for the month of April.

ADULT SERVICES

	Apr 04-05	Apr 05-06	YTD 04-05	YTD 05-06
NUMBER OF PROGRAMS	4	2	12	11
NUMBER OF ATTENDEES	73	60	188	232

CHILDREN'S SERVICES

	Apr 04-05	Apr 05-06	YTD 04-05	YTD 05-06
NUMBER OF PROGRAMS	25	29	208	229
NUMBER OF ATTENDEES	1,464	1,150	9,048	9,869

PROGRAM COMMITTEE

	Apr 04-05	Apr 05-06	YTD 04-05	YTD 05-06
NUMBER OF MEETINGS	0	2	0	11
NUMBER OF ATTENDEES	0	18	0	69
NEWS RELEASES	NA	1	NA	6


LITERACY SERVICES

	Apr 04-05	Apr 05-06	YTD 04-05	YTD 05-06
Total Tutors	185	188	305	290
Total Students	254	220	337	325
Total Hours	1,816	2,210	12,951	12,382



Agenda Item 35

To: Elizabeth Minter, Library Director

From: Caroline Gurkweitz, Children's Librarian 


Date: for Board Meeting, May 9, 2006

Subject: April 2006 Activities in the Children's Department

Type of Program	Number of Programs	Total Attendance
Lap Sit: 2 years and younger	4	133
Story Time I: 6 years and younger	4	163
Story Time II: 6 years and younger	4	202
Music Time I: 6 years and younger	4	122
Music Time II: 6 years and younger	4	88
Music Time III: 6 years and younger	4	79
Afternoon Adventures: Stories, grade 3 & up	3	27
Springtime Reading Program	1	300
Read to the Dogs event	1	36
Total April 2006	29	1150
Total April 2005	25	1464
Current FY to date	229	9869
Previous FY to date	208	9048



TO: Elizabeth Minter, Library Director

FROM: Jim Roberts, Public Services Manager/Literacy Coordinator 

DATE: May 9, 2006

SUBJECT: **Placentia Library Literacy Services (PLLS) Activities Report for the month of April.**

Tutor Training. There was no tutor training workshop in April. The next tutor training workshop is scheduled for May 7.

Families for Literacy (FFL) Program Status. We had no FFL programming in April. We are planning an FFL event with Topaz Elementary School on Saturday morning, May 20, from 9:00 to 11:00 AM.

Placentia Rotary Reading Enrichment Program (PRREP). PRREP started again this school year last October. Thus far, we have recruited more than 80 PRREP tutors from El Dorado High School and Valencia High School, and they are again participating in the program this school year.

Update on the two new PLLS homework clubs. The Topaz-Tuffree Homework Club at Topaz Elementary School is averaging around 20 students every Monday-Thursday from 4-6 PM. At the Homeless Intervention Shelter (H.I.S. House), we are averaging six (6) school-age children Tuesday, Wednesday, and Thursday evenings from 6:30-8:00 PM.

English Language and Literacy Intensive (ELLI) Program Update. In October, we started ELLI again this school year. We have ELLI active at three elementary schools: Ruby Drive, and Topaz, and Tynes, and we presently have six tutors who are working with more than 200 grade school students.

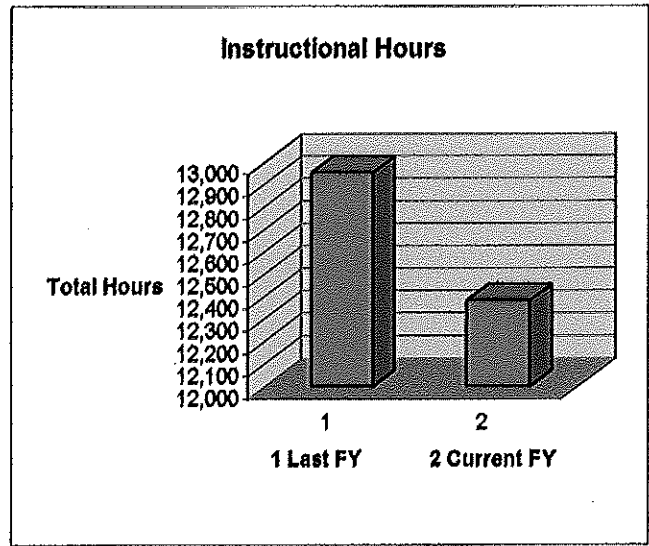
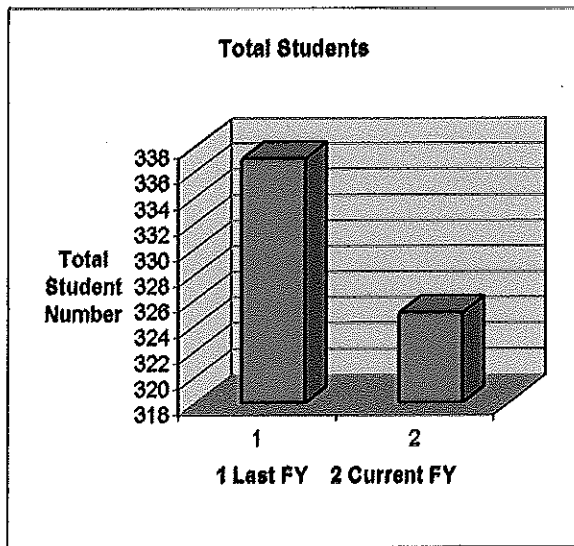
Federal Work Study (FWS). Our FWS partnership with Financial Aid at Cal State Fullerton grew stronger during FY 2005-06. In that respect, our FWS allocation for FY 2005-06 is now \$90,000, and we already have twenty-three (23) students approved for this school year. Our FWS partnership is also very strong with Western State University College of Law as we have fifteen (15) who have tutored in PLLS this school year.

Literacy statistics. See Agenda Item 36, Pages 2 of 3, and 3 of 3.

Placenta Library Literacy Services

Report of Growth and Progress

	Apr 04-05	Apr 05-06	YTD 04-05	YTD 05-06
Tutors				
Adult	101	104	181	163
Teen	84	84	124	139
Hours Instruction	1,816	1,315	12,951	11,487
Other Volunteer Hours	72	120	912	1,020
Total Hours	1,888	1,330	13,863	12,559
Training Workshops				
Workshops Held	2	0	24	22
Tutors Trained	11	0	185	175
Students				
With Adult Tutors	139	88	189	195
With Teen Tutors	87	132	135	143
In Groups	28	0	28	0
Total Active Students	254	220	311	338
Families for Literacy				
Family Students	8	5	10	12
Family Tutors	6	5	10	10
Hours of Instruction	100	60	480	640
ELLI Program				
K-6th Grade Students	100	201	100	201
Tutors for K-6th Grade	15	6	22	15
Hours of Instruction	250	520	3,004	5,967
Homework Clubs				
On-Site: Students	0	70	0	499
On-Site Tutors	0	16	0	33
Hours of Instruction	0	500	0	1,700
H.I.S. House Students	0	8	0	35
H.I.S. House Tutors	0	6	0	20
Hours of Instruction	0	200	0	1,040
Topaz Students	0	18	0	81
Topaz Tutors	0	6	0	39
Hours of Instruction	0	300	0	3,460
Total Tutors	185	188	305	290
Total Students	254	220	337	325
Total Instruction Hours	1,816	2,210	12,951	12,382



TO: Elizabeth Minter, Library Director
FROM: Mary Strazdas, Librarian *MS*
DATE: May 9, 2006
SUBJECT: Reference and Adult Services report for April, 2006

- There were two Program Committee meetings during the month.
- Special library displays included one for the Placentia Round Table Women's Club (Bicentennial quilt), National Poetry Month, the Photography Contest at City Hall, and a small display of materials about jazz. The display of Jan Burke (the speaker at the annual Friends' meeting on April 3) materials was replaced after the meeting with items for Women's Health Resources. We selected colorful, fresh materials for the National Poetry Month display, and several patrons commented positively on the selection.
- There were two programs during the month. The first program, April 10, was ON COMMON GROUNDS. This ecumenical evening drew 50 patrons, over double the usual number. The program was complex to organize and drew on other organizations in Orange County (such as Habitat for Humanity Orange County, Islamic Institute of Orange County, and local houses of worship) for support. It included a film, a panel, and patron questions. Some of the participating groups brought handouts. The library had materials available for checkout as well as a bibliography/webliography. Most people commented very positively as they left that evening. The second program, April 30, celebrated National Poetry Month on a Sunday afternoon. It drew 15 people. The group Poetic License performed the first half of the program. They dramatized poetry with music and interpretation, using the theme "The Seven Ages of Man." Refreshments, to include an assortment of coffee, were available during the program's second hour, which featured the library's poet laureate, Meredith Laskow, and offered patrons a chance to read some of their personal poetry or that of a favorite author.

Statistical Comparisons at the Reference Desk
April FY 2005/2006

	2005	2006	YTD 04-05	YTD 05-06
Phone Reference Questions	232	246	1,861	2,053
Desk Reference Questions	2,079	1,833	15,506	16,756
E-Mail Reference Questions	6	5	52	57
Ready Reference	31	18	405	327
Instruction	34	133	491	914
Computer Use	2,878	2,322	22,656	25,727
Reference Books: In-Library Use	13	3,617	13,091	31,870
Patron Database Signups	252	250	2,209	2,121

TO: Elizabeth Minter, Library Director

FROM: Gary Bell, Librarian *AB*

DATE: May 9, 2006

SUBJECT: History Room report for April

History Room visitors in April: fiscal year 2005-2006 6

History Room visitors in April: fiscal year 2004-2005 3

Grade 3 curriculum materials were delivered to St. Joseph's school, on loan for photocopying. The new Historical Resources Directory was delivered to St. Joseph's school and Rose Drive Friends' school.

A visit was made to Melrose School to locate the marker commemorating the 1938 flood. There was also a request from Melrose School for consultation regarding plans for the school's murals pertaining to local history.

A call was made to Melrose School regarding a picture of Richard Melrose.

John Stahler, curator of the Bradford House requested a picture of the Bradford House for their files.

Mary Castner was contacted regarding information for street names. Names enquired about were Bob Langer and Ed Powell, former city officials.

A biography of Charles C. Chapman was requested.

Information on Placentia's name was requested by the city clerk, Pat Melia.

Esperanza yearbooks for 1998,1999,2000,2001 and 2002 were asked for.

Richard Barker, who is writing a history of the citrus industry, asked for photos in our collection.

A rough DVD copy of the 1938 flood video was presented by the videographer, shortly after production. We are attempting to schedule a meeting with him to edit, improve and fine tune the presentation. Questions have arisen about the sale and distribution of the final product.



TO: Elizabeth Minter, Library Director
FROM: Vernon Napier, Technical Services Manager
DATE: May 4, 2006



SUBJECT: Website update

At the annual meeting of the Friends of Placentia Library this past Monday I demonstrated the new website. Having received approval of the project from both the Board of Trustees and the Friends, I then gave instructions to let the website "go live".

As of today, the Library's new website is up and running!

By using behind the scenes redirection, people may continue to use the published url (i.e., www.placentialibrary.org).

I look forward to seeing what the public reaction may be.

To: Elizabeth Minter, Library Director
 From: Vernon Napier, Technical Services Manager
 Date: May 9, 2006




SUBJECT: Placentia Library Web Site Development Report for March and April.

In March, the Placentia Library District had 41,896 "hits" and 38,505 "hits" in April. The following are our year to date statistics of the most "hits."

Pages Visited	Feb 04-05	Feb 05-06	Mar 04-05	Mar 05-06	Apr 04-05	Apr 05-06
Borrowers	230	256	263	425	263	380
Friends	114	214	151	236	151	168
District	187	217	217	360	217	255
Kids	216	579	249	744	249	481
Foundation	193	162	154	193	154	135
History Room	96	257	334	383	334	266
Literacy/CLC Logo	154	222	205	268	205	262
Passports	376	793	900	540	900	888
Poet Laureate	154	415	563	900	563	697
Total Views Most Hits	2,497	3,115	2,590	4,049	3,036	3,532

Total Most Hits YTD 17,996 23,619 20,856 27,668 23,622 27,703

TO: Elizabeth Minter, Library Director
FROM: Vernon Napier, Technical Services Manager
DATE: May 4, 2006 

SUBJECT: Technology Report for April, 2006

- Continued investigation into several projects, including
 - increasing bandwidth to improve public and staff access to the internet
 - preliminary discussion with OCLC about the digitization of newspapers
 - upgrading of the Library's security cameras
- Launched the Library's new website
- Attended a meeting to discuss a cooperative effort to digitize historical photographs of Orange County.
- Replaced 9 of the public PC monitors with new flat screen LCD monitors. These monitors are considerably smaller, leaving the public with some desk space for taking notes, etc.

PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director *EDM*
SUBJECT: **Publicity Materials Produced in April 2006**
DATE: May 9, 2006

Volunteer Coordinator Laranne Remling is on vacation May 1-11, 2006.

The Publicity Materials Produced in April 2006 will be included with the May report at the Library Board Meeting on June 19, 2006.



SAFETY COMMITTEE MEETING
APRIL 27, 2006
MINUTES

I. Call to Order: 10:20 A.M.

Members Attending: Esther Guzman
Katie Matas
Wendy Goodson
Caroline Gurkweitz

III. Old Business

1. The fire extinguishers were checked by Katie Matas on April 27, 2006.
2. The broken Koala Seat in the public women's restroom was removed. A new one was ordered but has not arrived.
3. "Respect in the Workplace" and "Back Injury Prevention" handouts were distributed at the April 5, 2006 staff meeting.
4. The City Maintenance department repaired the tiles in the lobby.

IV. New Business

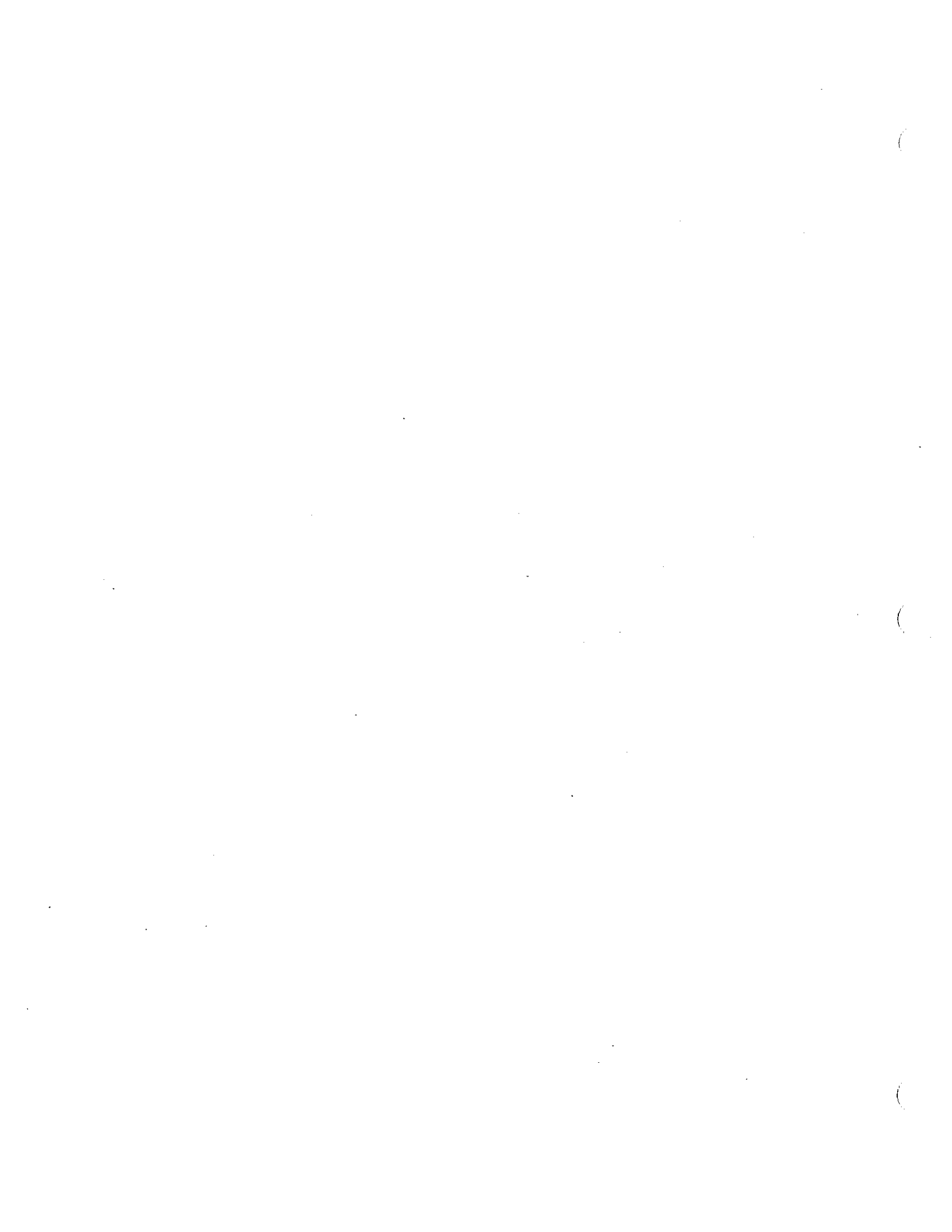
None.

The next meeting will be May 25, 2006 at 10:30 A.M.

Respectfully submitted,



Katie Matas



PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director *EDM*
SUBJECT: Legislative Issues and a Review of the Status of the State Budget and State Library Budget
DATE: April 17, 2006

BACKGROUND

Public Library Foundation (PLF)

The legislative information from the California Special Districts Association and the California Library Association is included with Agenda item 26. Agenda Item 26, pages 7 and 8, contains a request from the California Association of Library Trustees and Commissioners (CALTAC) that the Library Board review the content and history of the Public Library Foundation (PLF), adopt a resolution of support of full funding, and send letters to legislators.

Placentia Library District's allocations from the Public Library Foundation PLF for the past ten years are illustrated in the following chart:

Placentia Library District Public Library Foundation Fund Grants from the State of California Fiscal Years 1996-1997 through 2005-2006 with Percentage Change										
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-01	2002-03	2003-04	2004-05	2005-06
Amount Received	\$28,082	\$28,313	\$59,146	\$88,459	\$88,826	\$77,328	\$46,377	\$23,537	\$21,402	\$21,090
Change from Previous Year	\$12,079	\$231	\$30,833	\$29,313	\$367	-\$11,498	-\$30,951	-\$22,840	-\$2,135	-\$312
% Change from Previous Year	75.5%	0.8%	108.9%	49.6%	0.4%	-12.9%	-40.0%	-49.2%	-9.1%	-1.5%

A sample letter is Attachment A.

SB1317

Senate Bill 1317 (affecting property tax allocation for cities, counties and independent special districts) has been amended to exempt non-enterprise districts. ISDOC and CSDA are asking for the continued support of non-enterprise districts in opposing this bill because it sets a precedent for funding future state and local projects by re-allocating property tax growth allocations.

LAFCO Budget Allocation

The Trabuco Canyon and East Orange County Water Districts have requested a review of the formula used to allocate one third of the Orange County Local Area Formation Commission's (LAFCO) budget among the independent special districts.

Several of the issues to be studied are the impact of mergers on the remaining districts and the change of districts from one allocation category to another. The Library Director has been appointed to the

Committee by the ISDOC President to represent the interest of non-enterprise districts and to also serve as a staff representative. If any changes in the formula are recommended, the new formula will need to be voted on by each independent special district board of directors that is responsible for contributing to the LAFCO budget. At this point in time Placentia Library District contributes \$1,000 and Buena Park Library District contributes \$2,000. The allocations are based on revenue as reported in the Annual Report to the State Auditor Controller.

RECOMMENDATION

1. Resolution to correspond with California legislators regarding preserving and full funding the Public Library Foundation Funds.
2. Authorize the Library Board President to sign all letters on behalf of the Library Board of Trustees.



PLACENTIA LIBRARY

411 East Chapman Avenue, Placentia, CA 92870-6198

Elizabeth D. Minter, M.L.S., Library Director

(714) 528-1925, Ext. 202 administration@placentialibrary.org

(714) 528-8236 (Fax) www.placentialibrary.org

May 10, 2006

Board of Trustees

Richard DeVecchio, Ed.D.

Betty Escobosa

Al Shkoler

Jean Turner

Gaeten M. Wood

The Honorable Bob Margett
Member, California State Senate 29th District
State Capitol, Room 3082
Sacramento, California 95814

RE: PUBLIC LIBRARY FOUNDATION (PLF)

Dear Senator Margett:

I am writing to you on behalf of the Placentia Library District Board of Trustees to request your support of an increase to the allocation for the Public Library Foundation (PLF). In Fiscal Year 2005-2006 Placentia Library received \$21,090. This represents approximately 845 new books added to our collection.

As you may be aware, this program was established over 20 years ago to augment funding for public libraries so that we can strengthen the service we provide. This program has never been fully funded and between fiscal years 2001-02 and 2004-04 the program was slashed 70%. This is probably one of the largest reductions of any state program. The current per capita spending of 39¢ is less than it was over 20 years ago!

Placentia Library District's allocation is illustrated with the following:

Placentia Library District										
Public Library Foundation Fund Grants from the State of California										
Fiscal Years 1996-1997 through 2005-2006 with Percentage Change										
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-01	2002-03	2003-04	2004-05	2005-06
Amount Received	\$28,082	\$28,313	\$59,146	\$88,459	\$88,826	\$77,328	\$46,377	\$23,537	\$21,402	\$21,090
Change from Previous Year	+\$12,079	+\$231	+\$30,833	+\$29,313	+\$367	-\$11,498	-\$30,951	-\$22,840	-\$2,135	-\$312
% Change from Previous Year	75.5%	0.8%	108.9%	49.6%	0.4%	-12.9%	-40.0%	-49.2%	-9.1%	-1.5%

With the state's improved financial status we encourage you to work towards full funding for PLF, which for Placentia Library District would be approximately \$130,720. This would purchase approximately 5,228 new books or other library materials, thus providing a major improvement in public library services to the residents of our state.

Please remember, Senator Margett, that public libraries are an integral part of education. For the sake of education and California's future, we urge you to support this program that is so important to the life long learning opportunities that California seeks to provide to all of its citizens.

Thank you for your continuing support of issues related to Placentia Library District and we are looking forward to working with you and your staff to implement increased PLF funding this year.

Please give us a call if you have any questions.

Al Shkoler
President

PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees

FROM: Elizabeth D. Minter, Library Director

SUBJECT: Review the Special District Risk Management Authority's (SDRMA) proposal for medical insurance coverage for staff, determine whether to transfer coverage to that program effective August 1, 2006, and select which option of the program to provide.

DATE: May 9, 2006

BACKGROUND:

At its meeting on April 17, 2006 the Library Board meet with its medical insurance broker, Stormy Waldeck, to review the District's medical, dental and vision policies. The Board voted to renew the existing medical policy with Blue Cross of California and to make a determination about future medical insurance coverage as soon as the cost information became available from SDRMA. No changes were recommended or made in the vision or dental plans.

SDRMA has been providing the District's workers' compensation coverage for over 20 years and its liability and public officials' coverage for approximately 10 years. For approximately 16 years the District held a seat on the Special District Workers Compensation Authority (SDWCA) Board of Directors (Assistant Director Sal Addotta for 4 years and Trustee Saundra Stark for 12 years), and later the Special District Risk Management Board of Directors. The Library Director and Mrs. Stark have strongly encouraged SDRMA to expand its offerings to include a full spectrum of medical and life insurance plans.

The SDRMA medical insurance coverage will begin August 1, 2006. Dental, vision, life and accidental death and disability options will be added as each policy can be negotiated during the next year or so.

The description of the three programs offered by SDRMA are Attachment A. The EPO program is the closest to the District's current Blue Cross of California program provisions. The main difference is the office visit increase from \$10 to \$30 but the prescription program has a less expensive co-pay and long term prescriptions are available on a 90-day supply instead of a 60-day supply. Emergency room visits are \$100. The rates quoted are reported by SDRMA staff to be good through 2008 – this is why they are a little bit higher than originally estimated.

The cost of each program is Attachment B. The cost varies by location of the State but is the same for each employee. Since Placentia Library District has a lot of older employees this is a major savings.

The comparative cost for Placentia Library District, using the EPO plan, is illustrated in the chart below. "All eligible" means budgeting for all eligible employees whether they are currently in the program or not, and "existing only" means budgeting only for employees who are actually in the program or have indicated a likeliness to join the program.

OBJECT CODE	DESCRIPTION	FY2005-06 PROPOSED	All Eligible Blue Cross FY2006-07 Illustration	Existing only Blue Cross FY2006-07 Illustration	All Eligible SDRMA EPO FY2006-07 Illustration	Existing only SDRMA EPO FY2006-07 Illustration
0100	Salaries & Wages	927,954	1,137,443	1,137,443	1,137,443	1,137,443
0200	Retirement (Social Security & Pension Contribution)	126,197	151,971	151,971	151,971	151,971
	Health Insurance/Care America	111,127	163,146	133,953	135,840	111,538
	Long Term Disability/CNA	4,780	5,824	5,824	5,824	5,824
	Life Insurance/Fortis & Protective Life	2,721	2,948	2,948	2,948	2,948
	Vision/Vision Service Plan	2,501	2,988	2,988	2,988	2,988
	Dental/Ameritas	8,006	8,981	8,981	8,981	8,981
0300	Total Employee Insurance	129,136	183,887	154,695	156,582	132,280

Blue Cross of California requires a 60-day notice of intent to cancel a contract.

If the District switches to the SDRMA medical insurance plan there will be an impact on the life insurance coverage. Blue Cross of California provides \$15,000 of life insurance coverage with each of its policies. Placentia Library District provides \$50,000 in life insurance coverage to each non-exempt employee working 30 hours per week or more. The additional term life insurance is purchased through Assurant Employee Benefits. The coverage with Assurant could be increased from \$35,000 to \$50,000 with an increase in cost to the District of approximately \$1,500.

RECOMMENDATION:

1. Authorize the transfer of the medical insurance plan from Blue Cross HMO to the SDRMA effective August 1, 2006. *Jan / Richard*
2. Select the EPO plan for the District's SDRMA medical program. *Jan / Richard*
3. Authorize Stormy Waldeck to change the life insurance policies with Assurant Employee Benefits from \$35,000 to \$50,000 to make up for the coverage being lost in the transfer of medical insurance coverage from Blue Cross to SDRMA. *Jan / Richard*
4. Authorize the Library Director to sign all contract documents related to the transfer of medical insurance coverage.

PLANS	Services
Calendar Year Deductible(s) (Indiv / Fam)	
Maximum *Co-Insurance (Indiv / Fam)	
Co-insurance is the member's responsibility to pay when the plan is paying less than 100% (i.e. plan pays 80%, member pays the other 20%)	
Inpatient Hospital Room, Board & Support Services (prior authorization required)	
Ambulatory Surgery Center	
Emergency Room (non-emergency) Facility Expenses:	
Professional Expenses:	
Surgeon & Anesthetist	
Accident Care (Professional) (initial care)	
Preventative Care (age 0 - 25)	
Routine Exam Employee & Spouse	
Diagnostic X-Ray & Lab	
Psychiatric and Substance Abuse	
Office Visits	
Physical Therapy (medically necessary)	
Acupuncture	
Durable Medical Equipment	
Hospice (\$10,000 maximum per member)	
Ambulance	
Home Health Care	
100 visits/yr (prior authorization required)	
Chiropractic Services (26 visits per yr)	
Lifetime Maximum	
PRESCRIPTION DRUGS (At Participating Pharmacies only)	
Retail - 30 day supply	
Mail Order - 90 day supply	
Brand Rx Deductible (Indivi / Fam)	

GOLD PPO	
Participating Providers	Non-Participating Providers
\$500 / \$1,000	
\$1,500 / \$3,000	
Once the member's 20% co-insurance totals the max, the plan will pay 100% of the allowable amount for the remainder of the calendar year.	
80%	\$540 per day
80%	\$50 co-pay 50%
80%	\$50 co-pay
80%	50%
80%	50%
80%	80% C&R
80%	50%
80%	50%
Up to \$200 per year	
80%	50%
See PCBH Summary	
Ded Waived	50%
\$20 co-pay	50%
80%	50%
80%	80% C&R
80%	80%
80%	80%
80%	80%
80% up to	50% up to
\$50 per visit	\$25 per visit
\$5,000,000	
Generic / Brand Formulary / Brand Non-Formulary	
\$5 / \$15 / \$45	
\$10 / \$25 / \$75	
None	

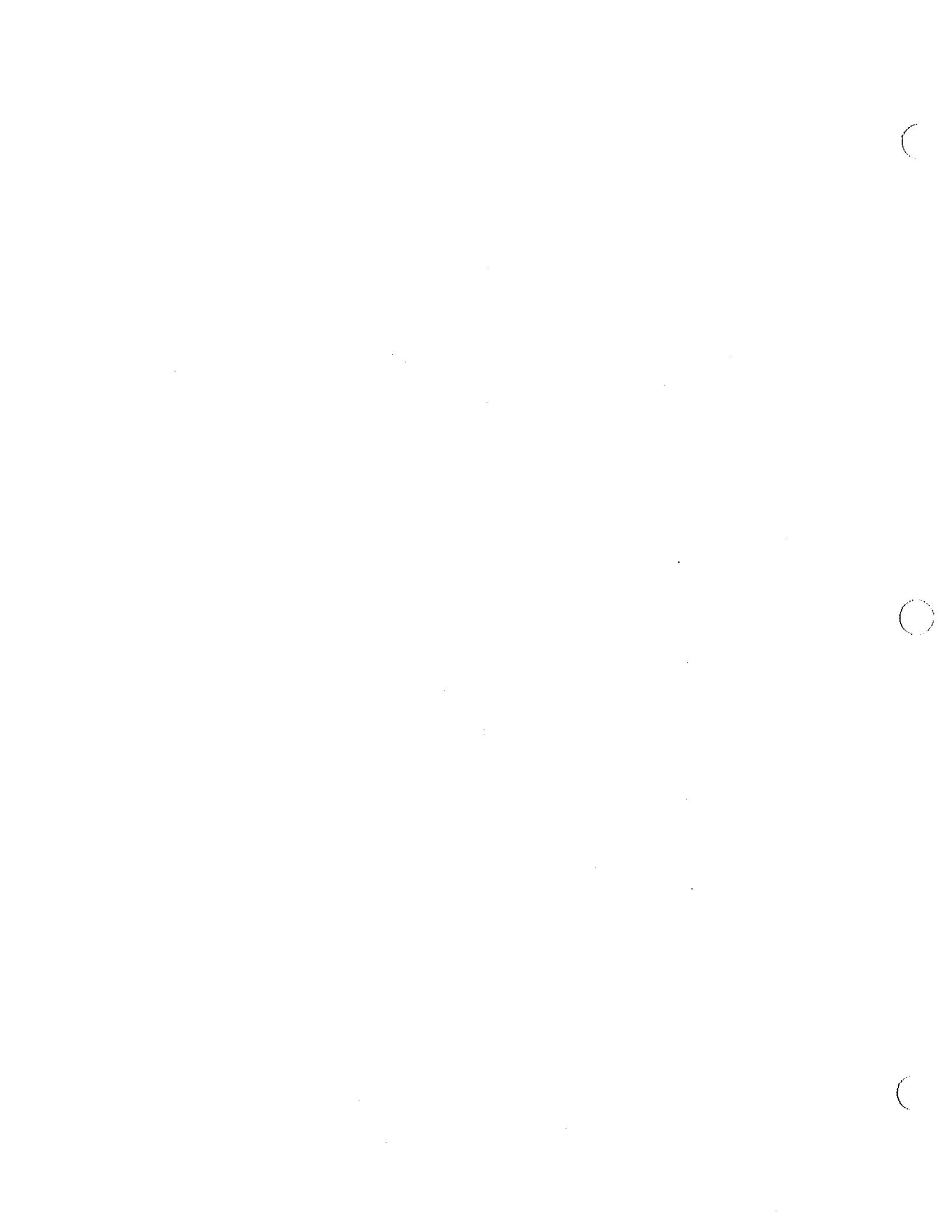
SILVER PPO	
Participating Providers	Non-Participating Providers
\$2,000 / \$4,000	
\$3,000 / \$6,000	
Once the member's 20% co-insurance totals the max, the plan will pay 100% of the allowable amount for the remainder of the calendar year.	
80%	\$540 per day
80%	\$50 co-pay 50%
\$50 co-pay	
80%	50%
80%	50%
80%	80% C&R
80%	50%
80%	50%
Up to \$200 per year	
80%	50%
See PCBH Summary	
Ded Waived	50%
\$30 co-pay	50%
80%	50%
80%	80% C&R
80%	80%
80%	80%
80%	80%
80% up to	50% up to
\$50 per visit	\$25 per visit
\$5,000,000	
Generic / Brand Formulary / Brand Non-Formulary	
\$10 / \$20 / \$45	
\$20 / \$40 / \$90	
\$200 / \$500	

EPO	
Participating Providers	Non-Participating Providers
\$300 / \$600	
\$1,000 / \$2,000	
No Charge	
No Charge	
\$100 Ded, Waived if Admitted	
\$100 Ded, Waived if Admitted	
No Charge	
No Charge	
No Charge	
No Charge	
Up to \$200 per year	
No Charge	
See PCBH Summary	
\$30 co-pay	
\$30 co-pay	
N/A	
80% (\$2,000 max / yr)	
No Charge	
\$50	
\$30 / visit (100 visits / yr)	
N/A	
None	
Generic / Brand Formulary / Brand Non-Formulary	
\$70 / \$20 / \$45	
\$20 / \$40 / \$90	
None	

Generic / Brand Formulary / Brand Non-Formulary
\$10 / \$20 / \$45
\$20 / \$40 / \$90
\$200 / \$500

Generic / Brand Formulary / Brand Non-Formulary
\$5 / \$15 / \$45
\$10 / \$25 / \$75
None

Generic / Brand Formulary / Brand Non-Formulary
\$70 / \$20 / \$45
\$20 / \$40 / \$90
None



Health Benefits Program Rates

Beginning August 1, 2006

5/7/2006

SDRMA Member Rates

	Code	Gold PPO	Silver PPO	EPO
Area I - Northern CA	E	405.41	305.94	455.15
Bay Area/Sacramento	E+1	805.83	606.87	905.31
	F	1,049.57	790.93	1,178.89
Area II - Northern CA	E	421.17	317.75	472.88
Other Counties	E+1	837.34	630.50	940.76
	F	1,090.55	821.66	1,224.99
Area III - Southern CA	E	377.84	285.25	424.13
Los Angeles Area	E+1	750.67	565.51	843.26
	F	977.88	737.16	1,098.24
Area IV - Southern CA	E	385.71	291.16	432.99
Other Counties	E+1	766.43	577.32	860.98
	F	998.36	752.52	1,121.28
Area V	E	440.87	332.53	495.04
Out of State	E+1	876.74	660.05	985.08
	F	1,141.76	860.07	1,282.60

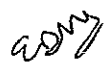
SDRMA Non-Member Rates

	Code	Gold PPO	Silver PPO	EPO
Area I - Northern CA	E	407.91	308.44	457.65
Bay Area/Sacramento	E+1	810.83	611.87	910.31
	F	1,054.57	795.93	1,183.89
Area II - Northern CA	E	423.67	320.25	475.38
Other Counties	E+1	842.34	635.50	945.76
	F	1,095.55	826.66	1,229.99
Area III - Southern CA	E	380.34	287.75	426.63
Los Angeles Area	E+1	755.67	570.51	848.26
	F	982.88	742.16	1,103.24
Area IV - Southern CA	E	388.21	293.66	435.49
Other Counties	E+1	771.43	582.32	865.98
	F	1,003.36	757.52	1,126.28
Area V	E	443.37	335.03	497.54
Out of State	E+1	881.74	665.05	990.08
	F	1,146.76	865.07	1,287.60



PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees

FROM: Elizabeth D. Minter, Library Director 

SUBJECT: Staff Report on the progress of seeking an outside consultant to advise the Library Board on Redevelopment pass-through funds and developer fees.

DATE: May 9, 2006

BACKGROUND

At its regular meeting on April 17, 2006 the Library Board instructed the Library Director to identify several consultants or attorneys who could advise the Board on the status of Redevelopment Pass Through Property Taxes and Developer Fees with the City of Placentia.

The Library Director has contacted the firms discussed at the April 17 meeting and is in the process of developing a scope of work for bids to be prepared.

Any updated information will be presented at the Library Board Meeting.



PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director *EDM*
SUBJECT: Fiscal Year 2006-2007 Budget
DATE: May 9, 2006

BACKGROUND

The Library Board will be having a work session on the Fiscal Year 2006-2007 budget at 5:00 P.M. on the same day as the Library Board Meeting. Actions based on the recommendations from the work session may be taken at this point in the Agenda.

The Library Director's analysis presented at the April 17, 2006 Library Board Meeting is Attachment A.

The most recent Fund Balance Report, April 17, 2006, is Attachment B. This shows how much is available for District projects from funds other than Fund 707.

The Revenue Estimate, including an analysis of the State Library portion, is Attachment C.

The U.S. Department of Labor Consumer Price Index, Los Angeles-Riverside-Orange County percentage change for March 2005 to March 2006 was 4.7%. The report is Attachment D. (

An analysis of the salary information for Fiscal Year 2004-2005 as reported to and published by the State Library of California is Attachment E.

The results to date of an exempt employee compensation study currently being done by the Library Director are in Attachment F. This information will be updated through the end of May as several of the libraries will be adding and updating their information.

The first run on the Expenditure Estimate, using a 4.7% salary adjustment for non-exempt staff and exempt staff excluding the Library Director and the Special District Risk Management Authority (SDRMA) Medical EPO Plan, is attachment G.

RECOMMENDATION

Action to be determined by the Library Board of Trustees

*Keep Cole for next
fund year.*



PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director *EDM*
SUBJECT: Budget Priorities for Fiscal Year 2006-2007
DATE: April 17, 2006

BACKGROUND

Revenue Assumptions

☞ Neal Gruber, Orange County Auditor's Office of Property Tax Allocation, estimates that the property tax growth rate for Fiscal Year 2006-2007 will be approximately the same as Fiscal Year 2005-2006. The actual last year was 11.15%. I am recommending budgeting for 9.0% over the current year estimate from the Auditor: \$1,432,742.06 plus 9% (\$128,946.79) for \$1,561,688.85. Mr. Gruber estimates that there will be a distinct slowing in property tax growth by the time of the Fiscal Year 2007-2008 Budget because of changes in the real estate market.

Mr. Gruber also estimated that there would be a continued slowdown in the rate for unsecured. The actual for last year was -2.23%. I am recommending budgeting for -5% over the current year estimate from the Auditor: \$60,928.84 minus 5% (\$3,046.44) for \$57,882.40.

☞ I estimate that local revenue will remain fairly constant. The loss in Passport processing is being offset by photo fees and notary fees.






☞ I estimate that the State Library reimbursements will remain fairly constant will no increase in either the Public Library Fund or Literacy grants. The only area at risk is interlibrary loan reimbursements because of the withdrawal of Yorba Library Public Library from the Tri City Library Network and the loss of delivery service to that Library.

☞ The net increase in budget will be approximately \$125,900.

Expenditure Possibilities

☞ COLA information will be available on Wednesday, April 19. It looks as if it is going to be in the 5% range. A change in minimum wage would affect the Page salary rates. A 5% increase in personnel costs would equal approximately \$50,000.

☞ A 10% increase in medical benefits would equal approximately \$12,915.

-  The addition of 1.0 FTE Library Assistant would equal approximately \$47,900. This position, actually probably two half time positions (making two current half time positions full time) will allow for activities related to the Strategic Plan – expanding the relationship with area schools, establishing a formal home schooling support program with parents and students, expanding Library programming and web site activities and creating programs for retirees.
-  Adding to the Library Materials Budget at 10% would equal approximately \$10,000.
-  Absorbing increases in supplies and services would equal approximately \$5,000.
-  Staff is looking at some savings in telecommunications costs that will be used to offset other fee increases in supplies and services.
-  Literacy Services has applied for grants to expand the homework club programs.

Placentia Library District
Fiscal Year 2006-2007 Budget Priorities
April 17, 2006

Category	Revenue Changes	Expenditure Changes	Balance
			\$0
Secured property tax	\$128,947		\$128,947
Unsecured property tax	(\$3,046.44)		\$125,900
Salary COLA		\$50,000	\$75,900
Medical Benefits		\$12,915	\$62,985
1.0 FTE Library Assistant		\$47,900	\$15,085
Library Materials Increase		\$10,000	\$5,085
Supplies & Services Increase		\$5,000	\$85

RECOMMENDATION

Action to be determined by the Library Board of Trustees

Fund Balance Report
Post-Petition Balances (B/S Account 8010 - Cash)
April 17, 2006

	Fiscal Year 2005-2006						
	Fund 702	Fund 703	Fund 706	Fund 707	Fund 708	TOTAL	TOTAL
	Maj Equip/Struc	Auto Replac	Bond Redempt	General Fund	Sick Lv Payoff	ALL FUNDS	EXCL GEN FUND
06/30/05	122,422.78	10,357.21	165,189.49	837,101.17	10,106.39	1,145,177.04	308,075.87
07/31/05	122,741.64	10,382.49	165,592.69	760,016.26	10,131.05	1,068,864.13	308,847.87
08/31/05	123,044.94	10,408.15	166,001.88	601,465.37	10,156.09	911,076.43	309,611.06
09/30/05	123,366.14	10,435.32	166,435.23	629,662.56	10,182.61	940,081.86	310,419.30
10/31/05	123,699.64	10,463.53	166,885.16	511,382.72	10,210.14	822,641.19	311,258.47
11/30/05	124,033.15	10,491.74	167,335.11	534,616.78	10,237.67	846,714.45	312,097.67
12/31/05	124,393.83	10,522.25	167,821.70	861,368.68	10,267.44	1,174,373.90	313,005.22
01/31/06	111,512.01	10,553.35	168,317.80	977,684.72	10,297.80	1,278,365.68	300,680.96
02/28/06	111,927.45	10,588.46	168,877.74	942,809.05	10,332.05	1,244,534.75	301,725.70
03/31/06	112,329.88	10,623.61	169,438.33	885,128.36	10,366.35	1,187,886.53	302,758.17
04/30/06						0.00	0.00
05/31/06						0.00	0.00
06/30/06						0.00	0.00
Petty Cash	0.00	0.00	0.00	10,000.00	0.00	10,000.00	0.00
General Reserves	0.00	0.00	0.00	0.00	0.00	0.00	0.00

	Fiscal Year 2004-2005						
	Fund 702	Fund 703	Fund 706	Fund 707	Fund 708	TOTAL	TOTAL
	Maj Equip/Struc	Auto Replac	Bond Redempt	General Fund	Sick Lv Payoff	ALL FUNDS	EXCL GEN FUND
06/30/04	120,216.46	10,168.91	162,185.96	707,872.67	9,922.64	1,010,366.64	302,493.97
07/31/04	120,332.88	10,178.76	162,343.02	657,770.13	9,932.25	960,557.04	302,786.91
08/31/04	120,450.85	10,188.74	162,502.17	531,470.57	9,941.98	834,554.31	303,083.74
09/30/04	120,739.55	10,213.16	162,891.67	459,788.59	9,965.81	763,598.78	303,810.19
10/31/04	120,896.28	10,226.42	163,103.11	447,074.31	9,978.75	751,278.87	304,204.56
11/30/04	120,883.45	10,225.33	163,085.79	474,439.99	9,977.69	778,612.25	304,172.26
12/31/04	121,058.44	10,240.13	163,321.88	760,018.61	9,992.13	1,064,631.19	304,612.58
01/31/05	121,244.85	10,255.90	163,573.36	741,355.45	10,007.52	1,046,437.08	305,081.63
02/28/05	121,456.53	10,273.81	163,858.93	700,519.23	10,024.99	1,006,133.49	305,614.26
03/31/05	121,679.20	10,292.64	164,159.33	664,264.14	10,043.37	970,438.68	306,174.54
04/30/05	121,930.13	10,313.85	164,159.33	907,923.87	10,064.08	1,214,391.26	306,467.39
05/31/05	122,177.95	10,334.81	164,832.20	1,011,076.12	10,084.54	1,318,505.62	307,429.50
06/30/05	122,422.78	10,357.21	165,189.49	837,101.17	10,106.39	1,145,177.04	308,075.87
Petty Cash	0.00	0.00	0.00	10,000.00	0.00	10,000.00	0.00
General Reserves	0.00	0.00	0.00	0.00	0.00	0.00	0.00



Placentia Library District
Proposed Revenue Budget for Fund 707 for Fiscal Year 2006-2007
May 9, 2006

Object Code	Category	FY2000-01 Actual	FY2001-02 Actual	FY2002-03 Actual	FY2003-04 Actual	FY2004-2005 Actual	FY2005-2006 Adopted	FY2006-2007 Proposed
6210-00	Current Secured	921,767	995,217	1,072,450	1,163,387	1,280,570	1,333,163	1,561,688
6210-01	Public Utility	23,111	25,158	22,886	22,598	21,745	22,500	21,000
6210-04	Treater Plan - Current Delinquent	12,334	13,876	14,764	14,296	12,766	12,500	15,000
	SUB-TOTAL CURRENT SECURED	957,212	1,034,251	1,110,100	1,200,281	1,315,081	1,368,163	1,597,688
6230	Prior Secured	12,028	12,031	14,166	16,612	0	13,000	16,500
	TOTAL SECURED	969,240	1,046,282	1,124,266	1,216,893	1,315,081	1,381,163	1,614,188
6220	Current Unsecured	55,274	56,067	58,450	60,783	62,315	61,000	57,900
6240	Prior Unsecured	962	668	785	719	984	750	750
	TOTAL UNSECURED	56,236	56,734	59,235	61,503	63,299	61,750	58,650
6690	HOMEOWNER	16,245	16,101	16,339	17,408	17,217	17,000	17,000
	TOTAL ESTIMATE PROVIDED BY ORANGE COUNTY AUDITOR	1,041,721	1,119,118	1,199,840	1,295,803	1,395,598	1,459,913	1,689,838
6250	SPECIAL DISTRICT AUGMENTATION	8,555	9,088	8,224	8,120	7,813	4,000	6,500
6260/6540	PENALTIES/DELINQUENCIES	268	0	0	0	0	0	0
6280	SUPPLEMENTAL - CURRENT	36,813	39,810	48,663	54,711	83,836	58,000	65,000
6300	SUPPLEMENTAL - PRIOR	821	1,303	1,364	1,567	2,035	1,400	1,400
6610	INTEREST	21,191	11,628	8,670	7,096	18,463	10,000	20,000
	TOTAL CATEGORIES NOT ESTIMATED BY ORANGE COUNTY AUDITOR	67,648	61,829	66,921	71,495	112,146	73,400	92,900
	TOTAL PROPERTY TAX REVENUE	1,109,369	1,180,947	1,266,761	1,367,298	1,507,744	1,533,313	1,782,738
6970	STATE LIBRARY & STATE	169,318	125,235	242,019	92,578	110,739	163,472	131,472
7130	BANKRUPTCY RECOVERY DISTRIBUTION	0	0	0	0	0	0	0
7615	TRANSFER FROM OTHER LIBRARY FUND:	0	0	0	0	0	0	0
7670	LOCAL REVENUE	80,563	114,603	184,470	232,373	251,823	255,000	260,000
7680	6 MO. EXPIRED (OUTLAW) CHECKS	0	96	0	10	0	0	0
	TOTAL REVENUE	1,359,249	1,420,881	1,693,250	1,692,060	1,870,306	1,951,785	2,174,210

Placentia Library District
 State Library Reimbursements and Grants
 May 9, 2006

FUND	Actual FY2000-01	Actual FY2001-02	Actual FY2002-03	Actual FY2003-04	Actual FY2004-05	Adopted FY2005-06	Proposed FY2006-07
ILL & Direct Loan Reimbursements	11,399	13,314	16,432	17,578	15,626	14,000	12,000
CA Foundation Funds	88,826	77,328	46,377	23,537	21,402	21,402	21,402
CA Literacy Campaign	18,818	19,593	24,725	51,194	59,191	58,000	58,000
Family Literacy Grant	20,000	10,000	12,060	0	0	0	0
Dept Educ. 321 Grant/ELLI	0	0	130,680	0	0	0	0
One-Year Grants/Partnerships for Change	5,000	5,000	5,745	0	14,520	70,000	40,000
Miscellaneous State Revenues	25,275	0	0	6,968	70	70	70
TOTAL STATE REVENUE	169,318	125,235	236,019	99,277	110,809	163,472	131,472



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Consumer Price Index - All Urban Consumers

Series Id:	CUURA421SA0, CUUSA421SA0
Not Seasonally Adjusted	
Area:	Los Angeles-Riverside-Orange County, CA
Item:	All items
Base Period:	1982-84=100

Year	Mar
1996	157.3
1997	159.8
1998	161.4
1999	165.0
2000	170.7
2001	176.2
2002	181.1
2003	188.2
2004	191.5
2005	199.2
2006	208.5

12 Months Percent Change

Series Id:	CUURA421SA0, CUUSA421SA0
Not Seasonally Adjusted	
Area:	Los Angeles-Riverside-Orange County, CA
Item:	All items

Base Period: 1982-84=100

Year	Mar
1996	1.7
1997	1.6
1998	1.0
1999	2.2
2000	3.5
2001	3.2
2002	2.8
2003	3.9
2004	1.8
2005	4.0
2006	4.7

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Placentia Library District
Summary of State Library FY20
May 2006

Libraries in Orange County	Salary Library Dir.	Salary Svc. Mgr.	Salary Librarian I	Salary Lib. Asst.	Salary Clerk	FTE
Anaheim City	89,256 - 122,724	63,432 - 87,216	43,368 - 55,344	36,444 - 44,280	24,360 - 31,080	99.10
Buena Park District	90,000 - 114,996	57,300 - 69,828	42,120 - 50,064	28,140 - 34,284	25,356 - 30,864	24.00
Fullerton City	107,520	57,240 - 69,480	41,400 - 53,040	33,720 - 39,240	26,880 - 34,320	44.00
Huntington Beach City	95,052 - 118,332	60,048 - 74,424	41,112 - 50,916	No Library Asst.	33,600 - 41,328	66.25
Mission Viejo City	79,980 - 119,976	46,908 - 63,324	40,584 - 54,792	33,084 - 44,664	27,096 - 36,588	37.99
Newport Beach	102,072 - 124,404	53,700 - 75,564	40,368 - 56,784	34,296 - 48,312	26,724 - 37,620	59.50
Orange County	139,860	66,564 - 122,724	45,276 - 64,476	28,332 - 38,688	26,064 - 32,220	373.00
Orange City	92,400 - 118,488	59,280 - 76,020	40,980 - 52,560	33,576 - 43,056	25,392 - 32,556	42.35
Placentia District	100,008	54,540 - 69,768	39,516 - 50,556	33,420 - 42,768	24,900 - 36,000	20.18
Santa Ana City	122,964	86,532	45,864 - 58,584	34,236 - 43,680	22,824 - 29,124	46.50
Yorba Linda City	95,592 - 116,196	51,072 - 62,088	44,496 - 54,084	39,024 - 47,436	26,580 - 32,304	29.10

Similar Size & Districts	Salary Library Dir.	Salary Svc. Mgr.	Salary Librarian I	Salary Lib. Asst.	Salary Clerk	FTE
Alta Dena District	75,708 - 94,320	45,936 - 57,228	39,600 - 49,332	29,460 - 36,708	27,384 - 34,116	20.70
Buena Park District	90,000 - 114,996	57,300 - 69,828	42,120 - 50,064	28,140 - 34,284	25,356 - 30,864	24.00
Cerritos City	85,056 - 106,248	58,824 - 73,368	49,428 - 61,668	39,384 - 50,472	36,756 - 45,168	59.50
Downey City	79,800 - 97,356	53,256 - 65,976	45,360 - 56,184	34,944 - 43,284	26,736 - 33,120	30.40
Palos Verdes District	99,996 - 105,000	50,616 - 65,508	44,736 - 57,612	27,234 - 35,580	24,012 - 31,116	52.50
Placentia District	100,008	54,540 - 69,768	39,516 - 50,556	33,420 - 42,768	24,900 - 36,000	20.18
Whittier City	85,032 - 103,956	50,724 - 69,600	33,888 - 46,476	27,720 - 37,992	24,204 - 36,216	40.70

Placentia Library District
Summary of State Library FY2004-05 Library Statistics
May 2006

Libraries in Orange County	Population	Local Income	Local Income Per/Capita	Operating Expenditures	Operating Per/Capita	Books/Materials Expenditures	Books/Materials Per/Capita	Child Materials Per/Capita	% Total Operating Expend for Materials
Anaheim City	345,317	7,151,411	20.71	7,959,809	23.05	692,894	2.01	0.43	8.70%
Buena Park District	81,066	1,749,866	21.59	1,758,145	21.69	217,700	2.69	0.46	12.38%
Fullerton City	135,672	3,059,180	22.55	3,522,420	25.96	395,000	2.91	0.69	11.21%
Huntington Beach City	200,763	3,405,763	16.96	3,980,049	19.82	507,750	2.53	0.53	12.76%
Mission Viejo City	98,197	1,737,220	17.69	2,541,120	25.88	338,829	3.45	0.85	13.33%
Newport Beach	83,120	4,549,080	54.73	5,165,107	62.14	887,489	10.68	1.74	17.18%
Orange County	1,503,961	28,503,989	18.95	30,741,253	20.44	1,838,916	1.22	0.39	5.98%
Orange City	137,751	3,484,559	25.30	3,132,822	22.74	357,395	2.59	0.71	11.41%
Placentia District	53,706	1,507,744	28.07	1,752,859	32.64	206,341	3.84	0.65	11.77%
Santa Ana City	351,697	4,640,595	13.19	3,054,633	8.69	432,431	1.23	0.50	14.16%
Yorba Linda City	65,621	3,442,307	52.46	1,930,533	29.42	424,343	6.47	1.17	21.98%

Similar Size & Districts	Population	Local Income	Local Income Per/Capita	Operating Expenditures	Operating Per/Capita	Books/Materials Expenditures	Books/Materials Per/Capita	Child Materials Per/Capita	% Total Operating Expend for Materials
Alta Dena District	54,876	1,978,151	36.05	1,959,499	35.71	143,601	2.62	0.29	7.33%
Buena Park District	81,066	1,749,866	21.59	1,758,145	21.69	217,700	2.69	0.46	12.38%
Cerritos City	55,074	5,043,810	91.58	5,115,691	92.89	648,323	11.77	2.56	12.67%
Downey City	113,607	2,168,585	19.09	2,455,292	21.61	320,192	2.82	0.80	13.04%
Palos Verdes District	68,045	4,496,777	66.09	4,551,274	66.89	560,416	8.24	1.40	12.31%
Placentia District	53,706	1,507,744	28.07	1,752,859	32.64	206,341	3.84	0.65	11.77%
Whittier City	87,250	2,679,551	30.71	2,888,577	33.11	525,377	6.02	0.57	18.19%

Placentia Library District
Summary of State Library FY20
May 2006

Libraries in Orange County	Circulation	Circulation Per Capita	Circulation Per FTE	Circulation Per Hr. Open
Anaheim City	1,422,072	4.12	14,350	113
Buena Park District	477,976	5.90	19,916	172
Fullerton City	1,012,540	7.46	23,012	321
Huntington Beach City	1,058,715	5.27	15,981	94
Mission Viejo City	650,297	6.62	17,118	215
Newport Beach	1,475,025	17.75	24,790	120
Orange County	6,913,954	4.60	18,536	114
Orange City	664,473	4.82	15,690	124
Placentia District	198,853	3.70	9,854	99
Santa Ana City	416,261	1.18	8,952	69
Yorba Linda City	638,563	9.73	21,944	192

Similar Size & Districts	Circulation	Circulation Per Capita	Circulation Per FTE	Circulation Per Hr. Open
Alta Dena District	177,903	3.24	8,594	45
Buena Park District	477,976	5.90	19,916	125
Cerritos City	1,112,505	20.20	18,698	331
Downey City	472,725	4.16	15,550	165
Palos Verdes District	863,062	12.68	16,439	120
Placentia District	198,853	3.70	9,854	72
Whittier City	530,872	6.08	13,044	90



Placentia Library District
 Exempt Employees Compensation Survey
 May 9, 2006

Current Salary	Library Director	Pub/Tech Mgr	Admin/Bus. Mgr.
Alta Dena	Not provided	Not provided	Not provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	104,416	Not provided	Not provided
Fullerton	107,520	69,480	47,688
Mission Viejo	124,236	65,568	No position
Newport Beach	131,000	86,112	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	130,000	Not provided	Not provided
Palos Verdes	108,150	67,472	97,982
Placentia	100,008	69,771	53,405
Yorba Linda	119,124	84,804	No position

Does position receive COLA's	Library Director	Pub/Tech Mgr	Admin/Bus. Mgr.
Alta Dena	Not provided	Not provided	Not provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	Yes	Yes	Yes
Fullerton	Irregular	Irregular	Irregular
Mission Viejo	Yes	Yes	No position
Newport Beach	Yes	Yes	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	No	Yes	Yes
Palos Verdes	No	No	No
Placentia	No	Yes	Yes
Yorba Linda	Yes	Yes	No position

Does position receive bonus/merit adj.	Library Director	Pub/Tech Mgr	Admin/Bus. Mgr.
Alta Dena	Not provided	Not provided	Not provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	No	No	No
Fullerton	No	No	No
Mission Viejo	No	No	No position
Newport Beach	No	No	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	No	No	No
Palos Verdes	No	No	No
Placentia	No	No	No
Yorba Linda	Yes, up to 7.5 %	Yes up to 5%	No position

<u>Is position on a step-scale/# of steps</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	Not provided	Not provided	Not provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	No	Yes/9 steps	Yes/9 steps
Fullerton	No	Yes/5 steps	Yes/6 steps
Mission Viejo	No	No	No position
Newport Beach	Yes/5 steps	Yes/5 steps	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	Yes/"Broad Band"	Not provided	Not provided
Palos Verdes	No	Yes/8 steps	Yes/8 steps
Placentia	No	Yes/10 steps	Yes/10 steps
Yorba Linda	Yes/5 steps	Yes/5 steps	No position

<u>Salary range for step scale</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	Not provided	Not provided	Not provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	No steps	Not provided	Not provided
Fullerton	No steps	57,240-69,480	37,368-47,677
Mission Viejo	No steps	No steps	No position
Newport Beach	111,113-135,345	Not provided	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	75,000-200,000	Not provided	Not provided
Palos Verdes	No steps	52,125-67,472	72,000-97,982
Placentia	No steps	54,538-69,711	46,051-58,914
Yorba Linda	98,004-119,124	69,804-84,804	No position

<u>Number vacation days per year</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	Not provided	Not provided	Not provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	10-20	10-20	10-20
Fullerton	15-22	15-22	15-22
Mission Viejo	Flex 35 @ 7 years	Flex 35 @ 7 years	No position
Newport Beach	Flex 27	Flex 27	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	15	15	15
Palos Verdes	10-20	10-20	10-20
Placentia	10-20	10-20	10-20
Yorba Linda	10-20	10-20	10-20

<u>Number of sick days per year</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	Not provided	Not provided	Not provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	12	12	12
Fullerton	12	12	12
Mission Viejo	Flex (see vacation)	Flex (see vacation)	No position
Newport Beach	Flex (see vacation)	Flex (see vacation)	Flex (see vacation)
Orange (City)	Not provided	Not provided	Not provided
Orange County	15	15	15
Palos Verdes	12	12	12
Placentia	12	12	12
Yorba Linda	12	12	12

<u>Number of administrative days per year</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	Not provided	Not provided	Not provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	3	2	0
Fullerton	6	3	0
Mission Viejo	Flex (see vacation)	Flex (see vacation)	No position
Newport Beach	10	Not provided	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	0	0	0
Palos Verdes	0	0	0
Placentia	0	0	0
Yorba Linda	5	2.5	No position

<u>PERS/PERS retirement provision</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	Not provided	Not provided	Not provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	Yes/2% at 55	Yes/2% at 55	Yes/2% at 55
Fullerton	Yes/2% at 55	Yes/2% at 55	Yes/2% at 55
Mission Viejo	Yes/2.7 at 55	Yes/2.7 at 55	No position
Newport Beach	Yes/2% at 55	Yes/2% at 55	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	No/Orange County Plan	No/Orange County Plan	No/Orange County Plan
Palos Verdes	Yes/2% at 55	Yes/2% at 55	Yes/2% at 55
Placentia	No/7% self managed	No/7% self managed	No/7% self managed
Yorba Linda	Yes/2% at 55	Yes/2% at 55	No position
<u>457 Plan & Employer Match</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	Yes/Not Provided	Yes/Not Provided	Yes/Not Provided
Anaheim	Not provided	Not provided	Not provided
Buena Park	Yes/1:1 up to 5%	Yes/1:1 up to 5%	Yes/1:1 up to 5%
Fullerton	Yes/no match	Yes/no match	Yes/no match
Mission Viejo	Yes/no match	Yes/no match	No position
Newport Beach	Yes/no match	Yes/no match	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	Yes/no match	Yes/no match	Yes/no match
Palos Verdes	Yes/no match	Yes/no match	Yes/no match
Placentia	Yes/no match	Yes/no match	Yes/no match
Yorba Linda	Yes/no match	Yes/no match	No position
<u>Medical Plan</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	PERS 450/month allowance	PERS 450/month allowance	PERS 450/month allowance
Anaheim	Not provided	Not provided	Not provided
Buena Park	100% employee + 250 dep.	100% employee + 250 dep.	100% employee + 250 dep.
Fullerton	Not provided	Not provided	Not provided
Mission Viejo	PERS 850/month allowance	PERS 850/month allowance	No position
Newport Beach	PERS 788/month allowance	PERS 788/month allowance	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	4 plans/100 % emp coverage	54plans/100 % emp coverage	4 plans/100 % emp coverage
Palos Verdes	100% emp + 50% depend	100% emp + 50% depend	100% emp + 50% depend
Placentia	HMO 100% emp + family less \$54 co-pay	HMO 100% emp + family less \$54 co-pay	HMO 100% emp + family less \$54 co-pay
Yorba Linda	PERS 700/month allowance	PERS 700/month allowance	No position

<u>Retiree Medical Coverage</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	Yes	Yes	Yes
Anaheim	Not provided	Not provided	Not provided
Buena Park	Yes	Yes	Yes
Fullerton	Yes after 20+ years	Yes after 20+ years	Yes after 20+ years
Mission Viejo	Yes, after 12+ years	Yes, after 12+ years	No position
Newport Beach	Yes., if vested	Yes., if vested	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	Under negotiations	Under negotiations	Under negotiations
Palos Verdes	No	No	No
Placentia	No	No	No
Yorba Linda	Yes 50% of current + 5%/yr.	Yes 50% of current + 5%/yr.	No position

<u>Life Insurance</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	50,000	50,000	50,000
Anaheim	Not provided	Not provided	Not provided
Buena Park	1 x annual salary for full time	1 x annual salary for full time	1 x annual salary for full time
Fullerton	1 x annual salary for full time	1 x annual salary for full time	1 x annual salary for full time
Mission Viejo	2 x annual salary to \$300,000	2 x annual salary to \$300,000	No position
Newport Beach	50,000	50,000	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	1 x annual salary for full time	1 x annual salary for full time	1 x annual salary for full time
Palos Verdes	100,000	10,000	50,000
Placentia	150,000	50,000	50,000
Yorba Linda	Variable with cafeteria plan	Variable with cafeteria plan	Variable with cafeteria plan

<u>Car allowance</u>	<u>Library Director</u>	<u>Pub/Tech Mgr</u>	<u>Admin/Bus. Mgr.</u>
Alta Dena	No	No	No
Anaheim	Not provided	Not provided	Not provided
Buena Park	No	No	No
Fullerton	4,212/yr	No	0
Mission Viejo	136.46/month	No	No position
Newport Beach	No	No	No position
Orange (City)	Not provided	Not provided	Not provided
Orange County	715/month	Not provided	Not provided
Palos Verdes	No	No	No
Placentia	No	No	No
Yorba Linda	325/month	No	No position



PLACENTIA LIBRARY DISTRICT
Proposed Expenditures Budget for Fund 707 for Fiscal Year 2006-2007
May 9, 2006

OBJECT CODE	DESCRIPTION	FY2005-2006 ADOPTED	All Eligible Blue Cross FY2006-2007 Illustration	Existing only Blue Cross FY2006-2007 Illustration	All Eligible SDRMA EPO FY2006-2007 Illustration	Existing only SDRMA EPO FY2006-2007 Illustration
0100	Salaries & Wages	927,954	1,137,443	1,137,443	1,137,443	1,137,443
0200	Retirement (Social Security & Pension Contribution)	126,197	151,971	151,971	151,971	151,971
	Health Insurance/Care America	111,127	163,146	133,953	135,840	111,538
	Long Term Disability/CNA	4,780	5,824	5,824	5,824	5,824
	Life Insurance/Fortis & Protective Life	2,721	2,948	2,948	2,948	2,948
	Vision/Vision Service Plan	2,501	2,988	2,988	2,988	2,988
	Dental/Ameritas	8,006	8,981	8,981	8,981	8,981
0300	Total Employee Insurance	129,136	183,887	154,695	156,582	132,280
0310	Unemployment Insurance	-	-	-	-	-
0350	Workers Compensation - General	11,000	12,000	12,000	12,000	12,000
	TOTAL SALARIES & EMPLOYEE BENEFITS	1,194,287	1,485,301	1,456,109	1,457,996	1,433,694
0700-00	Communications - Telephone	3,000				3,000
0700-01	Communications - Modem/Fax/TV/DSL	8,400				8,400
0700-02	Communications - Internet Access	-				-
0700-05	Communications - Brodart Cataloging Access	2,700				2,700
0700-07	Communications - ELLI Grant	-				-
0700-08	Communications - Adult Literacy	1,400				1,400
	Total Communications	15,500				15,500
0900-00	Food - General Fund	600				600
0900-07	Food - ELLI Grant	-				-
0900-08	Food - Adult Literacy	500				500
090-009	Food - Family Literacy	-				-
	Total Food	1,100				1,100
1000-00	Household Expense	5,000				5,000

PLACENTIA LIBRARY DISTRICT
Proposed Expenditures Budget for Fund 707 for Fiscal Year 2006-2007
May 9, 2006

OBJECT CODE	DESCRIPTION	FY2005-2006 ADOPTED	All Eligible Blue Cross FY2006-2007 Illustration	Existing only Blue Cross FY2006-2007 Illustration	All Eligible SDRMA EPO FY2006-2007 Illustration	Existing only SDRMA EPO FY2006-2007 Illustration
1100-00	Insurance	12,000				12,000
1300-00	Maintenance of Equipment - General Fund (Other than Computer)					
1300-01	Maintenance of Equipment - General Fund (Computer)	5,000				5,000
1300-07	Maintenance of Equipment - ELLI Grant	25,000				25,000
1300-08	Maintenance of Equipment - Adult Literacy	500				500
1300-09	Maintenance of Equipment - Family Literacy/LSCA Grant	-				-
	Total Maintenance of Equipment	30,500				30,500
	HVAC					
	Carpet Cleaning	7,500				7,500
	Groundskeeping, City of Placentia	2,750				2,750
	Plumbing	27,500				27,500
	Electrical	3,000				3,000
	Cleaning Service	4,000				4,000
	Locksmith	16,000				16,000
	Other (includes fire alarms & seismic retrofit project)	1,000				1,000
	Total Maintenance of Building & Grounds	5,000				5,000
1400-00		66,750				66,750
1600-00	Memberships - General Fund	3,750				3,750
1600-07	Memberships - ELLI Grant	-				-
1600-08	Memberships - Adult Literacy	1,000				1,000
1600-09	Memberships - Family Literacy	-				-
	Total Memberships	4,750				4,750
1700-00	Miscellaneous Expense - General Fund	7,740				7,740
1700-07	Miscellaneous Expense - ELLI Grant	-				-
1700-08	Miscellaneous Expense - Adult Literacy	22,953				22,953
1700-09	Miscellaneous Expense - Family Literacy	-				-
	Total Miscellaneous Expense	30,693				30,693
	Library Supplies	15,000				15,000

PLACENTIA LIBRARY DISTRICT
Proposed Expenditures Budget for Fund 707 for Fiscal Year 2006-2007
May 9, 2006

OBJECT CODE	DESCRIPTION	FY2005-2006 ADOPTED	All Eligible Blue Cross FY2006-2007 Illustration	Existing only Blue Cross FY2006-2007 Illustration	All Eligible SDRMA EPO FY2006-2007 Illustration	Existing only SDRMA EPO FY2006-2007 Illustration
1800-00	Printing	13,000				13,000
	EZ Copy - copy cards for sale to patrons	-				-
	Publications	1,100				1,100
	Paper	700				700
	Drinking Water Service	350				350
	Other Office Supplies	15,000				15,000
	Total Office Supply Expense - General Fund	45,150				45,150
1800-07	Literacy - ELLI Grant	-				-
	Printing	2,000				2,000
	Publications	2,500				2,500
	Paper	-				-
	Other Office Supplies	1,000				1,000
	Total Adult Literacy Office Supply Expense	5,500				5,500
1800-09	Family Literacy Supply Expense/LSCA Grant Expense	2,000				2,000
	Total Office Expense	52,650				52,650
1803-00	Postage Expense - General Fund	6,000				6,000
1803-01	Postage Expense - LSCA II Grant	-				-
1803-08	Postage Expense - Adult Literacy	100				100
1803-09	Postage Expense - Family Literacy/LSCA Grant	-				-
	Total Postage Expense	6,100				6,100
	Care Resources (Employee Assistance)	420				420
	Pension Fund Operating & Investment Mgmt. Expenses	7,000				7,000
	Anaheim Library Automated Library System	35,000				35,000
	Library Board Consultants & Legal	5,000				5,000
	Clipping Service	600				600
	Tax Collection Services & Fees by Orange County & LAFCO	9,800				9,800
	Advertising (including WEB site)	2,500				2,500

PLACENTIA LIBRARY DISTRICT
Proposed Expenditures Budget for Fund 707 for Fiscal Year 2006-2007
May 9, 2006

OBJECT CODE	DESCRIPTION	FY2005-2006 ADOPTED	All Eligible Blue Cross FY2006-2007 Illustration	Existing only Blue Cross FY2006-2007 Illustration	All Eligible SDRMA EPO FY2006-2007 Illustration	Existing only SDRMA EPO FY2006-2007 Illustration
	Medical Exams	1,500				1,500
	Collection Services - Accounts Receivable	2,800				2,800
	Audit & Accounting Services (Munson, Cronick & Assoc.)	10,000				10,000
	Payroll Preparation	4,000				4,000
	Election Expenses	-				-
	Staff Training in Library	3,500				3,500
	Other (Includes contract storyteller)	14,500				14,500
1900-00	Total Specialized Services - General Fund	96,620				96,620
1900-01	Specialized Services - Partnerships for Change/Spanish Literacy	3,000				3,000
1900-07	Specialized Services - ELLI Grant	-				-
1900-08	Specialized Services - Adult Literacy	9,000				9,000
1900-09	Specialized Services - Family Literacy/LSCA Grant	-				-
1900-18	Tax Collection Services & Fees by Orange County	15,000				15,000
	Total Specialized Services	123,620				123,620
1912-00	Investment Administrative fees for Orange County	700				700
2000-00	Legal Notices - General Fund	1,000				1,000
2000-01	Legal Notices - LSCA II Grant	-				-
	Total Legal Notices	1,000				1,000
2100-00	Rents/Leases-Equipment	700				700
2200-00	Semi-Annual Bond Payment, Energy Loan & Civic Center Loan	105,000				105,000
2300-00	Small Tools/Instruments	-				-


PLACENTIA LIBRARY DISTRICT
Proposed Expenditures Budget for Fund 707 for Fiscal Year 2006-2007
May 9, 2006

OBJECT CODE	DESCRIPTION	FY2005-2006 ADOPTED	All Eligible Blue Cross FY2006-2007 Illustration	Existing only Blue Cross FY2006-2007 Illustration	All Eligible SDRMA EPO FY2006-2007 Illustration	Existing only SDRMA EPO FY2006-2007 Illustration
2400-00	Special Department Expense - Miscellaneous	-	-	-	-	-
2400-01	Special Department Expense- Books	184,435	200,000	-	200,000	200,000
2400-02	Special Department Expense - Video	-	-	-	-	-
2400-03	Special Department Expense - Electronic	-	-	-	-	-
2400-04	Special Department Expense - Periodicals	-	-	-	-	-
2400-05	Special Department Expense - Audio	-	-	-	-	-
2400-07	Special Department Expense - ELLI Grant	-	-	-	-	-
2400-08	Special Department Expense - Adult Literacy	2,000	2,000	-	2,000	2,000
2400-09	Special Department Expense - Family Literacy	-	-	-	-	-
	Total Special Department Expense	186,435	202,000	-	202,000	202,000
2600-00	Transportation/Travel - General	-	-	-	-	-
2700-00	Transportation/Travel - Meetings, Staff Out of Town	7,500	8,500	-	8,500	8,500
2700-01	Transportation/Travel - Meetings, Staff Local	4,500	8,000	-	8,000	8,000
2700-02	Transportation/Travel - Meetings, Board Out of Town	1,500	3,000	-	3,000	3,000
2700-03	Transportation/Travel - Meetings, Board Local	750	750	-	750	750
2700-04	Transportation/Travel - Meetings, LSCA II Grant	-	-	-	-	-
2700-07	Transportation/Travel - Meetings, ELLI Grant	-	-	-	-	-
2700-08	Transportation/Travel - Meetings - Adult Literacy	1,000	1,000	-	1,000	1,000
2700-09	Transportation/Travel - Meetings - Family Literacy	-	-	-	-	-
	Total Transportation/Travel - Meetings	15,250	21,250	-	21,250	21,250
	Electricity	60,000	-	-	-	60,000
	Gas	8,500	-	-	-	8,500
	Water	4,250	-	-	-	4,250
2800-00	Total Utilities	72,750	-	-	-	72,750
	TOTAL SUPPLIES & SERVICES	730,498	-	-	-	752,063
3700-00	Taxes, Assessments (Sales Tax & Sewer Assessment)	7,000	-	-	-	7,000

PLACENTIA LIBRARY DISTRICT
Proposed Expenditures Budget for Fund 707 for Fiscal Year 2006-2007
May 9, 2006

OBJECT CODE	DESCRIPTION	FY2005-2006 ADOPTED	All Eligible Blue Cross FY2006-2007 Illustration	Existing only Blue Cross FY2006-2007 Illustration	All Eligible SDRMA EPO FY2006-2007 Illustration	Existing only SDRMA EPO FY2006-2007 Illustration
4000-00	Equipment	20,000				20,000
4000-07	Equipment - ELLI Grant	-				-
4000-08	Equipment - CLC Grant	-				-
4000-09	Equipment - Gates Foundation Grant	-				-
4000-11	Equipment	-				-
	Total Equipment	20,000				20,000
4200-00	Structures/Improvements					
	TOTAL EQUIPMENT EXPENSE	20,000				20,000
4807	OPERATING TRANSFER TO ANOTHER DISTRICT FUND	-				-
5600	INVESTMENT POOL LOSS	-				-
	TOTAL EXPENSES	1,951,785				2,212,757
	ELLI Grant Summary Object Code 07	0				0
	CLC Summary Object Code 08	43,953				43,953
	FFL Grant Summary Object Code 09	2,000				2,000
	Partnerships for Change Grant/Spanish Literacy	3,000				3,000
	TOTAL LITERACY (Excluding Personnel)	45,953				45,953
	Revenues					2,174,210
	Balance					(38,547)

PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director 
SUBJECT: Strategic Planning Update
DATE: May 9, 2006

BACKGROUND

This item was deferred from the March 28, 2006 and April 17, 2006 Library Board Meetings. A presentation will be made by the Library Director. There are no materials for this item.

RECOMMENDATIONS

Action to be determined by the Library Board of Trustees.

PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director *EDM*
SUBJECT: SDI Insurance (Short-Term Disability Insurance)
DATE: May 9, 2006

BACKGROUND

While the District is not mandated by California Code to participate in the State's SDI program (funded entirely by payroll deduction) the District's long-term disability insurance is predicated on the short-term coverage being provided. The District may give the staff the option to join the State SDI program voluntarily. Administrative Services Manager Wendy Goodson has been discussing the details of the program with State officials.

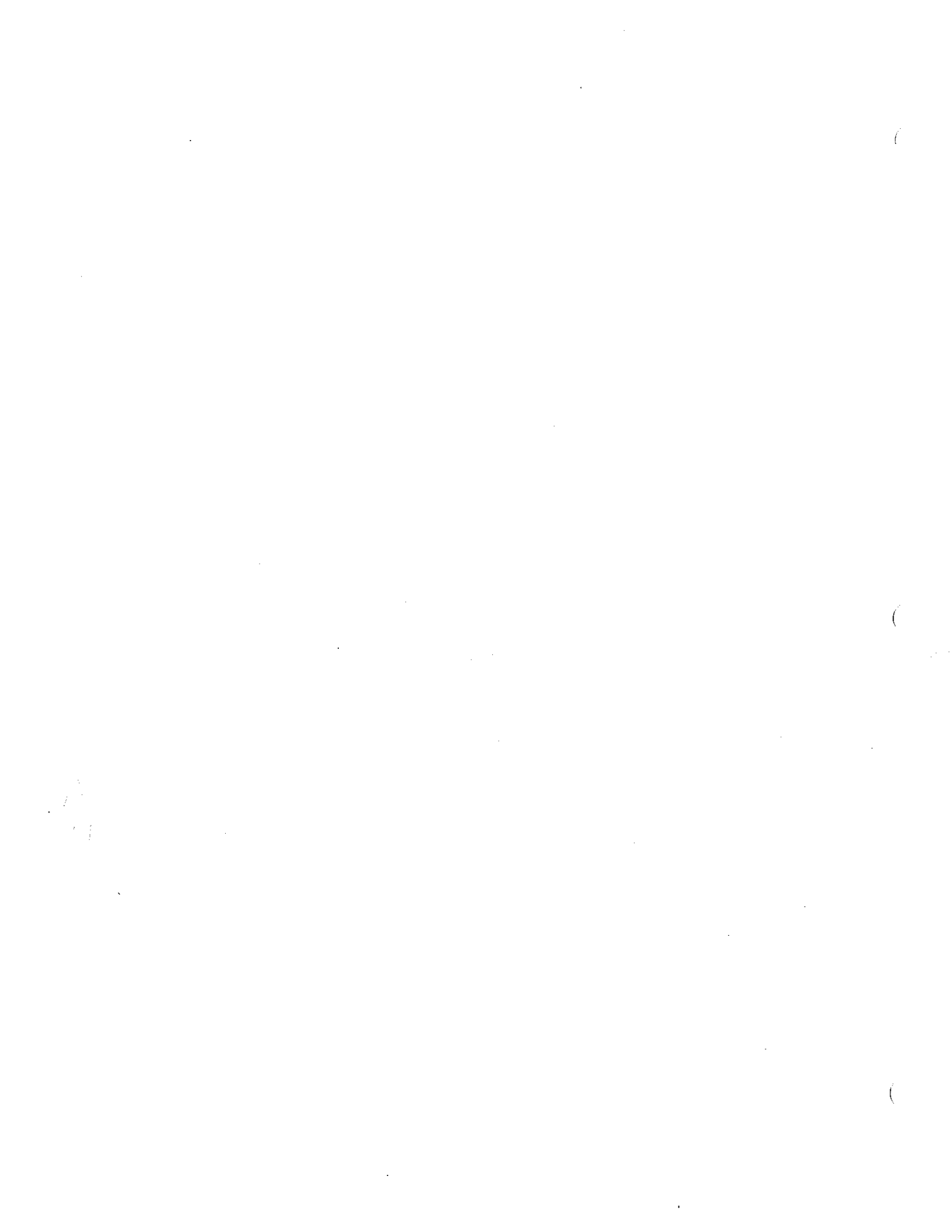
The Library Director has been discussing this program with Stormy Waldeck, the District's employee medical benefit broker, for a number of months because during the past few years several employees have filed for benefits under this program through EDD and have been denied because the District is not a participant.

We recommend that the Library Board let the staff decide whether they wish to have this benefit because they pay for it themselves by payroll deduction. Mr. Waldeck recommends that if the issue fails an election that it be repeated on an annual basis. The Library Director recommends that only those employees who would be eligible to make a claim for SDI should be permitted to vote on joining the program and that the votes should be pro-rated based on the number of hours worked per week.

RECOMMENDATION

Authorize the Library staff eligible for SDI benefits to have an election to determine whether they wish Placentia Library District to join the State SDI Program that is funded entirely by payroll deduction. The election is to be repeated each year in the month of July if the vote is negative. Votes are to be weighted by the number of hours worked per week by the employee.

*Paul
for*



PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director *EMM*
SUBJECT: Authorize Staff Appreciation Dinner
DATE: May 9, 2006

BACKGROUND:

The 2005 Staff Appreciation Dinner was held at the Off Broadway Bistro, Anaheim on Thursday, October 20, 2005 at 6:30 P.M.

Forty staff members, Library Trustees, Friends Board Members, Foundation Board members and guests attended.

The cost was \$800.00. There were five paid guests. The cost for the Library Board and Friends was \$700.00 or \$350.00 per organization.

For the past several years the staff has indicated that a Thursday evening at 6:30 P.M is its preferred time.

Former Library Trustee Sandra Stark has extended an invitation to have the Staff Appreciation Dinner at her home this year. It has been held there a number of times in the past.

RECOMMENDATION:

- Go/Proceed*
1. Authorize a Staff Appreciation Dinner to be held in September or October.
 2. Authorize the Library Director to ask the Friends of Placentia Library to co-sponsor the event with a 50% match of expenses up to \$500.
 3. Determine whether to accept Sandra Stark's invitation to host the event at her home. *Yes*
 4. Appoint some one to coordinate the arrangements with the Friends and Mrs. Stark.
- Go
will
conduct*

17

18

19

PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

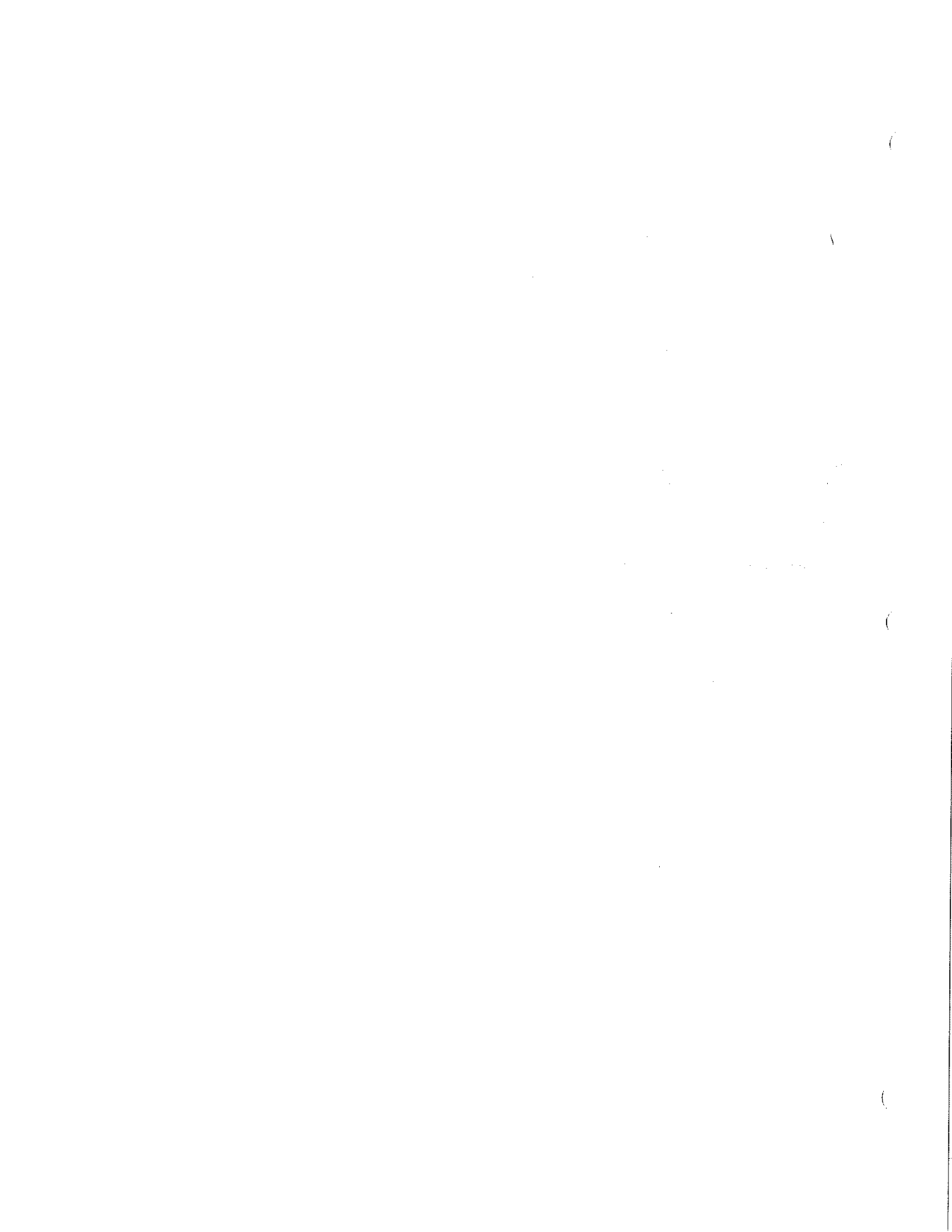
TO: Library Board of Trustees
FROM: Elizabeth D. Minter, Library Director *EDM*
SUBJECT: Library Director Performance Evaluation
DATE: May 9, 2006

BACKGROUND

President Shkoler had requested that the Board determine the performance evaluation process for the Library Director and set the schedule.

RECOMMENDATION

Action to be determined by the Library Board of Trustees.



PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees

FROM: Elizabeth D. Minter, Library Director *Edm*

SUBJECT: Appoint a Placentia Library District representative to the Santiago Library System Advisory Board (SAB) for a two-year term, July 1, 2006 to June 30, 2008

DATE: May 9, 2005

BACKGROUND

The System Advisory Board (SAB) for Santiago Library System (SLS) is supposed to provide citizen participation in the development of System programs. In reality the Board meets once a year plus they attend as many of the meetings of the Administrative Council of SLS as possible. These are all daytime meetings.

The incumbent representative from Placentia Library District is Camille Himes. The Library Director has written a letter, Attachment A, to Ms. Himes and she has responded that she is willing to be reappointed to this position. She has attended the Council meetings on a regular basis and has been an enthusiastic representative of the District.

RECOMMENDATION

Appoint Camille Himes to a two-year term commencing July 1, 2006 on the System Advisory Board for the Santiago Library System.

Jan H





PLACENTIA LIBRARY

411 East Chapman Avenue, Placentia, CA 92870-6198

Elizabeth D. Minter, M.L.S., Library Director

(714) 528-1925, Ext. 202 administration@placentialibrary.org

(714) 528-8236 (Fax) www.placentialibrary.org

April 26, 2006

Board of Trustees

Richard DeVecchio, Ed.D.

Betty Escobosa

Al Shkoler

Jean Turner

Gaeten M. Wood

Ms. Camille Himes

Treasurer, Friends of Placentia Library

2030 Frederick

Placentia, CA 92870

Dear Camille:

On behalf of the Placentia Library District Board of Trustees I would like to thank you for service as its delegate to the Santiago Library System Advisory Board for the past two years. We deeply appreciate the time that you have taken to attend the Executive Council Meetings and to participate in its discussions.

Would you be willing to continue in this capacity for another two-year term beginning July 1, 2006? With your permission I would like to make that recommendation to the Library Board:

Please let me know at your earliest convenience and we will place the appointment on the Library Board Agenda for May 9, 2006.

Your continuing efforts on behalf of Placentia Library District are deeply appreciated.

Yours aye,

Elizabeth D. Minter
Library Director



PLACENTIA LIBRARY DISTRICT BOARD OF TRUSTEES

TO: Library Board of Trustees

FROM: Elizabeth D. Minter, Library Director *EDM*

SUBJECT: **Travel Authorizations: Library Director Minter to the Public Library Director's Forum with the State Librarian in San Diego; Library Assistant Yesenia Gomez to the 23-day, Library School on-campus course at San Jose State University; the California Special Districts Association Annual Conference in Lake Tahoe/Olympic Valley; and the American Business Women's Association Business Associates Awards Night in Anaheim.**

DATE: May 9, 2006

BACKGROUND:

Library Director Minter has been invited to participate in the Public Library Directors' Forum with the State Librarian and State Library Staff in San Diego, May 17-19, 2006. The agenda for this program is Attachment A. The State Library pays all expenses. District policy requires Board approval for overnight trips for insurance purposes. Public Services Manager Jim Roberts will be attending the Wednesday afternoon presentations while the Library Director is on Jury Duty.

Library Assistant Yesenia Gomez is applying for a State Library Grant to work on her masters degree in library science at Cal State San Jose. While most of the courses will be processed at Cal State Fullerton, a three-week resident course is required at the San Jose campus. The Library Director is recommending that the District pay the travel, lodging and meal expenses because they are not covered by the State Library tuition grant. The estimate provided by Administrative Services Manager Wendy Goodson (Attachment B) is \$4,227.75. I am recommending that this be paid from the General Fund.

The California Special Districts Association Annual Conference will be held September 25-28, 2006 at Lake Tahoe/Olympic Valley. The information currently available is Attachment C. There is a discount if three or more register from the same district. The Library Director would like to reserve the hotel rooms as early as possible. Unneeded rooms may be canceled at a later time without penalty. I would also like to get an idea whether those going would like to car pool or fly. There may be an advantage to early airplane reservations if they are needed.

The American Business Women's Association's (ABWA) Business Associates Awards Night will be on Tuesday, May 23, 2006 at the Foxfire Restaurant in Anaheim. A staff committee has nominated Mary Strazdas as its "Star Among Us". Staff is requesting that the Library Board purchase a table for this event (Ms. Strazdas receives a free dinner). The cost for nine tickets will

be \$315. Tickets not used by the Trustees and Mary's family will be used by Library staff. I am recommending that this be paid from the Trustee Account of the County Exempt Fund.

RECOMMENDATION:

1. Authorize Library Director Minter to attend the Public Library Directors' Forum with the State Librarian in San Diego, May 17-19, 2006 in San Diego with no cost to the District.
2. Authorize Library Assistant Yesenia Gomez to attend the Graduate Library School Residency Program at San Jose State University, July 23-26, 2006 at a cost not to exceed \$4,250 to be paid from the General Fund.
3. Determine who will attend the California Special Districts Association Annual Conference in Lake Tahoe/Olympic Valley, September 25-28, 2006, and authorize the Library Director to process the hotel reservations, transportation arrangements and registrations.
4. Authorize the Library Director to purchase nine seats for the American Business Women's Association Business Associates Awards Night, Tuesday, May 23, 2006 at the Foxfire Restaurant at a cost of \$315 to be paid from the Trustee Account of the County Exempt Fund and determine who from the Library Board will attend this event.

*Memo to
Trustee - 2/20/06
Gm.
Self Fund*

*(Circular stamp)
Gm.
Yesenia
Al*

*Rickard/Gm.
CL - KP
+ Gm
* Jm*



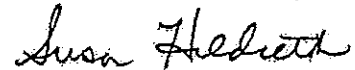
CALIFORNIA
STATE LIBRARY
FOUNDED 1850

To: Public Library Directors
CLSA System Coordinators

From: Susan Hildreth, State Librarian of California

Re: 2006 Public Library Directors' Forum

Date: March 1, 2006



I am pleased to invite you to the 2006 Public Library Directors' Forum. This is the first Forum to be held in four years, and we plan to begin holding it on a more regular schedule.

This year's Forum will take place at the Wyndham San Diego at Emerald Plaza, May 17-19. The State Library's partners in organizing this meeting are the Mountain Valley Library System (MVLS) and the Infopeople Project. Your hotel rooms and most meals will be covered by a grant to MVLS. We will take care of hotel reservations; you are responsible for making your own travel arrangements. I ask that your institution pay for your travel expenses if at all possible; if that is not feasible, reasonable costs of travel to and from San Diego will be reimbursed.

We are putting together a program that we hope will be educational, informative, and fun. Business casual dress will be the order of the day – gentlemen, leave those ties at home. You will have a free evening on Thursday. We are hosting a group dinner Wednesday evening, featuring special guest speakers Bill Barnes and Gene Ambaum, the creative forces behind *Unshelved*, the only daily comic strip set in a public library. I do ask that you plan on attending the dinner and all of the day sessions.

Although I hope you will be able to join us, if you will be unable to attend, I encourage you to send your deputy or a key member of your management team. Registration materials and a preliminary program are enclosed. **Please note that we must receive all registrations no later than March 30, 2006.** If you have questions about lodging or travel, please contact Barbara Will at (916) 653-7071 or bwill@library.ca.gov.

See you in San Diego!



Public Library Directors' Forum May 17-19, 2006

Preliminary Program

"The Library as Place: Customer Expectations and Experiences"

Note: Times and topics may change. Additional topics may be scheduled.

Wednesday, May 17

11-12 AM

- Registration

12 Noon

- Lunch and Welcome from Susan Hildreth

1-5 PM

- George Needham and Joan Frye Williams discuss the OCLC Public Perceptions Report and its implications for library service, followed by: Q&A, talk table discussions and reports, and the State Library perspective

6-9 PM

- Social Hour and Dinner with Guest Speakers Bill Barnes and Gene Ambaum, creators of the *Unshelved* comic strip

Thursday, May 18

7:30-9 AM

- Breakfast

9-11:45 AM

- Keynote Address – Places, Spaces, and Human Behavior: Learning from Retail – Anne Marie Luthro, Associate of Paco Underhill at Envirosell
- Reinventing the Library Customer's Experience: A panel presentation by directors of libraries that have developed innovative approaches to customer service

11:45

- Lunch

1-4 PM

- Customer service exploration activities and reports

4-5 PM

- Informal networking by library type

5 PM

- Adjourn for the day – free evening

Friday, May 19

7:30-9 AM

- Breakfast

9-12 AM

- Gates Foundation – National and California Library Programs
- Infopeople Initiatives for 2006/07
- CLSA: What's Next After the Focus Groups?
- Library Development Services Update
- Concluding Remarks – Susan Hildreth

Placentia Library District
Travel Estimate

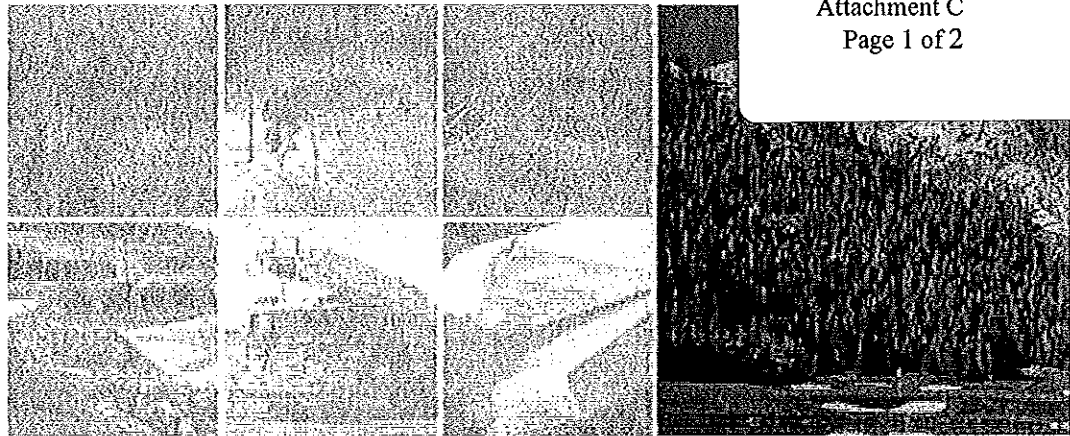
Name: Yesenia Gomez
Event: August Library School Program (Residency Requirement)
Location: San Jose State University
fund: 707

Date	July 23, 2006 - August 12, 2006	
Registration	N/A	0
Hotel @ 105/nt.	22 nights	2,310.00
Breakfast	23 days	330.00
Lunch	23 days	440.00
Dinner	23 days	550.00
Air/Train	N/A	0.00
Local Trans.	N/A	0.00
Mileage @ \$.445	375 miles	333.75
Parking/Tolls	12.00/day	264.00
Telephone		
Misc.		
TOTAL		4,227.75





California Special Districts Association
1112 E Street, Suite 200
Sacramento, California 95814
t: 916.442.7887
f: 916.442.7889
toll-free: 877.924.CSDA



[About Special Districts](#) | [About CSDA](#) | [Member Benefits](#) | [Education](#) | [Home](#)

HOTEL ACCOMMODATIONS

Resort at Squaw Creek
400 Squaw Creek Road
Olympic Valley, CA 96146
Phone: (530) 583-6300
Fax: (530) 581-5407

Room Rate:
\$169 single/double
\$209 Mountain Suite
Forest View
Reserve Rooms by:
September 11, 2006

Sept. 25-28, 2006
The Resort at Squaw Creek
Olympic Valley, Calif.

2006 Annual Conference and Exhibitor Showcase

September 25-28, 2006
Lake Tahoe/Squaw Creek

Conference Location and Hotel Accommodations

Resort at Squaw Creek
400 Squaw Creek Road
Olympic Valley, CA 96146
Phone: (530) 583-6300
Fax: (530) 581-5407
Reserve Rooms by: September 11, 2006

Who should Attend?

- Trustees/Directors
- General Managers
- Administrative Staff
- Anyone interested in knowing more about special districts!

Special Program Features

- Keynote lunch with World Renowned AFTERBURNERS – F15 FIGHTER PILOT teaching Flawless Execution
- Surprise Entertainment at the Wednesday evening Awards Banquet
- Two opportunities to obtain your mandatory AB 1234 Ethics Training
- A variety of educational workshops on topics specific to California Special Districts including Pension Reform, CA Levy Issues, and Managing Legal Expenses

in your district.

SDA Exam, SDRMA Safety Awards, Breakfast & D
special surprise giveaways

Conference Registration by
August 30, 2006 – Send 3 or more and save!

Hotel Rooms Registration by
September 11, 2006
(800) 403-4434

Room Rate
\$159 single/double
\$209 Mountain Suite Forest View

CONSTRUCTION FUNDING 101

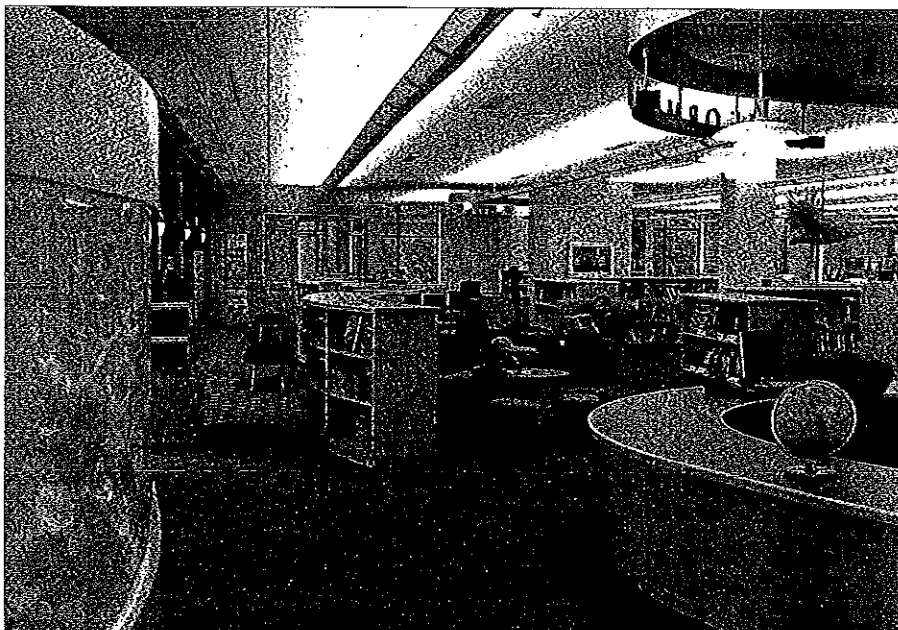
The secret to a capital campaign is in how you ask for the money
By Leslie Burger and Nicholas Garrison

Raising private and public funds to finance new facilities has become an integral part of a library director's job. But many may not be prepared for what it takes to mount a sustained campaign over several years to raise millions of dollars. We certainly were not. Yet this is what Princeton (N.J.) Public Library faced five years ago when a number of studies made it clear that our old library was structurally incapable of withstanding a badly needed expansion.

PPL's service area has experienced a population spurt from some 25,000 in 1990 to about 32,000, including an estimated 6,000 Princeton University students. Along with that growth has come escalating demand for new technology, pressure for additional community-focused programming, and the need to increase our current inventory. All these factors meant we needed additional room for everything from computers to meeting space.

Although the need was apparent, the conversation about expanding the library, which began in 1989, resulted in a failed expansion plan in 1991. It continued with ongoing debates about where to locate an expanded library and aborted land-swap deals. Finally, in 2000, it was decided to raze the old library and build a new one in the same location.

In the intervening years, the project cost escalated from \$12 million to \$18 million with our two funding communities only committing \$6 million to the effort. That left us with the daunting task of raising an additional \$12 million from a community that had no history of charitable giving to the library.



The children of Princeton, New Jersey, enjoy a dedicated space that is triple that of the service area in the former city library. Furniture here and throughout the new building is as flexible as the design.

The journey to our new quarters spanned five years and involved hundreds of people. But one pivotal player, often overlooked as a significant resource during a capital campaign, was the architectural firm. The architects put their experience with library development and funding drives in other cities, from Newark to Seattle, to work for us, adding value to the project far beyond schematics and construction know-how.

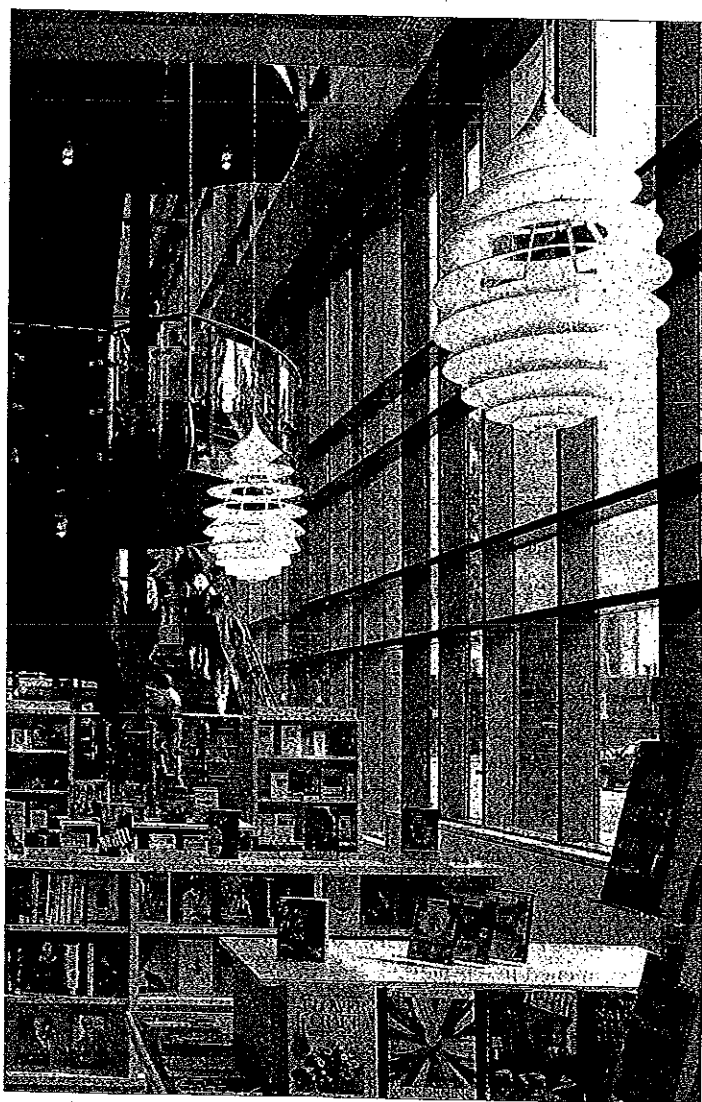
The result is a new three-story, 58,000-square-foot facility that opened in April 2004. It is twice the size of the original and includes most of the features one finds in recently built libraries: more than 100 computers, wireless access throughout the building with hot spots that extend to an adjoining outdoor plaza, spacious browsing areas, a café, a 150-seat meeting room, a technology center, group study rooms, a conference room, two working fireplaces, a teen center, and children's space three times the size of the area it replaced. The library project spurred a

downtown redevelopment project adjacent to our building, with a 530-car parking garage built just a few feet from the library's entrance, a 22-unit apartment building, and a beautiful new plaza fronting the streetscape.

Though the cost was considerable, so was the payoff. We demonstrated through careful planning and a collaborative design process what libraries are all about in the 21st century. Statistics tell the story: On weekdays, we now serve double the 1,100 people a day who visited the old building, with an average of 2,800 visitors a day on weekends.

Strategizing for success

The success of the project is attributable in part to the team the library staff created with the architects to forge a development and fundraising strategy that helped us secure the funds needed to achieve our vision for the new



Ubiquitous glass mirrors the library's open-access philosophy by making all three floors transparent—and welcoming—to passersby.

library. Our campaign included the following elements:

- We offered the community a vision of what a city library for Princeton should represent and asked for their input, rather than propose a rigid design. This helped stimulate the imagination of residents and inspired giving; contributors felt they were, in essence, funding their own dream.

- The designers developed an easy-to-understand master plan, including preliminary drawings of the building and the surrounding site, which was instrumental in helping to sell the concept.

- The team's flexibility allowed it to incorporate changes throughout the development process.

- We worked closely with the community, including those opposed to the project and/or different elements of it, always aiming to build consensus rather than to push the plans through.

Some of the most salient fundraising lessons we learned were:

- To be successful, as many individuals and groups as possible must be involved in the fundraising effort, as well as the entire library staff.

- You make the greatest impact by assessing the different abilities of volunteers and then targeting them to the appropriate audience.

- Look to individuals, not corporations, to contribute most of the money.

The vision thing

The concept of a library we offered was anything but an idealized collection of reading rooms. We presented the building as the community's living room, with books, but also with plenty of other resources to attract people who might otherwise have no reason to mingle.

But what should the "living room" offer? The architects helped us find out. Through a series of focus groups with community members, we learned that the amenities most desired were cozy areas, comfortable seating, places to eat and meet, and special spaces for children and teens, along with plenty of research technology.

The designers integrated these into preliminary schematic drawings of the building and the surrounding site, and then created an easy-to-understand master plan that remained fluid throughout the fundraising campaign to incorporate change. With the plan in hand to engage the community and get feedback, we took our "show" on the road.

Securing the cash

Our overall fundraising plan included several stages:

- The Quiet Phase: During this period we approached several high-profile people in the community and asked them for a six-figure lead gift. This strategy allowed us to use the names of well-respected local residents to leverage additional funding from those who might have been skeptical about our chances of success.

- The Targeted Solicitation Phase: Through our library foundation, we established a fundraising commit-

tee consisting of individuals who took on the role of campaign solicitors. The group identified prospects (people with a history of philanthropy and giving to community causes), made initial contact, and in some instances, asked for contributions. We raised \$3.5 million in this phase.

■ **The Communitywide Solicitation Phase:** When we were close to reaching our \$12-million goal, we sent a letter to every household in Princeton asking for support in the final stages of the campaign to put us over the top. We raised \$500,000 from this effort.

Connecting with the constituencies

We approached just about every element of the community but mainly targeted individual donors. They were responsible for almost 95% of our donations. The largest givers were a local couple who contributed \$5 million toward our effort. In all, 150 individuals donated at least \$25,000 apiece, while some 800 others gave smaller gifts of \$2 or more. Community institutions such as Princeton University, the Princeton Theological Seminary, the Institute for Advanced Study, as well as our project team, Hillier Architecture and Turner Construction, were also significant contributors.

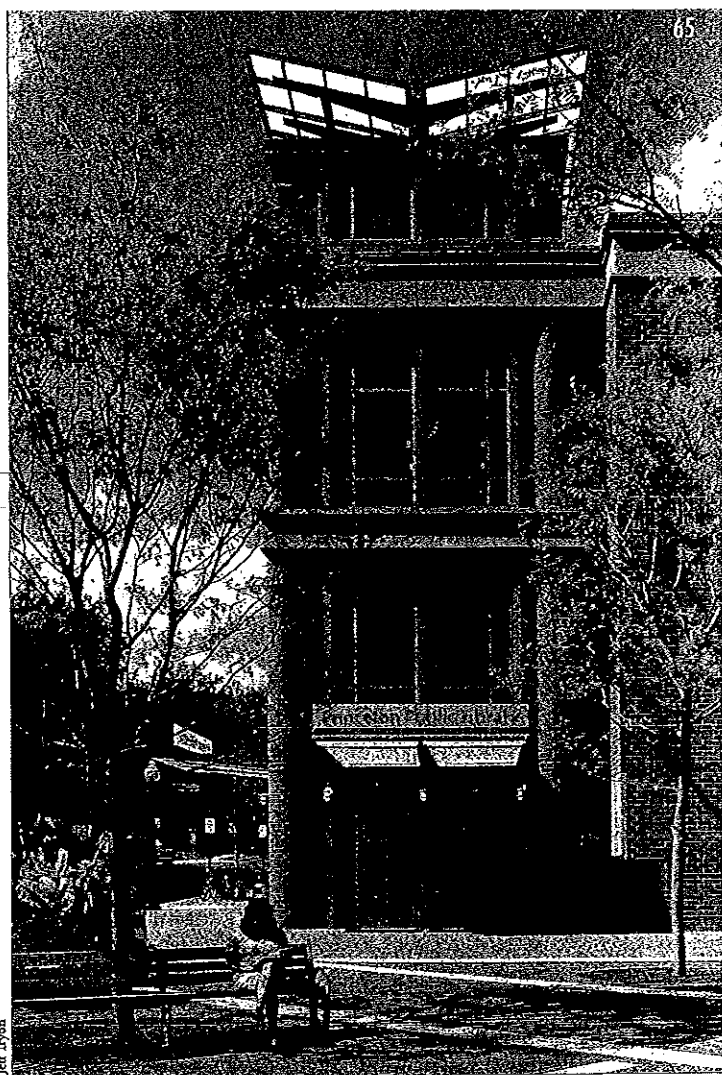
We segmented the talents of our volunteers and approached individuals we came to call connectors—people who are in the know and who like to collect information and pass it along—to link us up to their friends who had a history of philanthropy. The connectors responded with a series of small cocktail parties, teas, and coffee klatches at which we made presentations.

Board President Harry Levine would warm up the crowd and we would follow by describing our vision for the new library and the value it would bring to the community. We concentrated on the critical role of the library as a community anchor; as a destination that would add to the economic and social vitality of the central business district where the new building would be located; and as a signature structure that would help boost civic pride and project an inspirational image far beyond the boundaries of Princeton.

Then we would present the plans, employing schematics and other graphics that brought the library project to life. There were no solicitations at these presentations; those would follow in the weeks afterward.

Hillier's being headquartered in Princeton provided easy access to civic, business, and institutional leaders, and helped us reach out to these individuals for contributions and to have them ask their friends and associates to give. They even highlighted attractive small-gift opportunities, such as the need for furnishing the children's and teen areas.

Throughout this process, the team addressed the concerns of our constituency, including—and this is essential—the opposition, from those who disputed specific floor-plan elements to those who were against new construction of any kind. The plan was often changed to ac-



The plaza outside Princeton PL's entrance offers a sense of community connection as well as a wireless hotspot for those who'd rather experience their online sessions al fresco.

commodate community needs. The architects also often served as library spokespeople by responding to media queries, especially where planning and technical matters were concerned.

We always encouraged widespread discussion of the project, and there was an abundance of it over the duration of the development campaign. The designers' job was to distinguish, with hard facts, the impossible from the feasible, the impractical from the desirable. Then, whenever possible, we hammered out a compromise.

As doubt faded and opposition was resolved, the original vision neared brick-and-mortar reality. Once satisfied that their interest would be served, Princetonians reached into their pocketbooks and generously contributed to the cause. ■

LESLIE BURGER is director of the Princeton (N.J.) Public Library and president-elect of the American Library Association.

NICHOLAS GARRISON is a principal at Hillier Architecture, which designed Princeton Public Library.

Facilities

Library Makeover

ONE YEAR LATER

A splash of paint, a cooperative staff, and a few dollars make a world of difference for a New Jersey library
 By Joan E. Bernstein and Kathy Schalk-Greene

Take a typical library and in nine months apply a variety of low-cost, high-commitment retail merchandising solutions. What do you get? An extreme library makeover—part interior redesign mixed with a heightened emphasis on customer service—that resulted in customers streaming into the library, yielding a 39% circulation boost and changes to every library job.

“Trading Spaces Project: Reinventing the Library” (www.sjrhc.org/tradingspaces/) is a joint creation of South Jersey Regional Library Cooperative (SJRLC) Executive Director Karen Hyman and New Jersey State Librarian Norma Blake. SJRLC and the State Library each donated \$15,000 to the project and Mount Laurel (N.J.) Library, which was selected as the demonstration site, kicked in another \$15,000 for a total renovation budget of \$45,000.

The concept for the project came from a 2003 New Jersey Library Association preconference, “The Merchant Librarian,” presented by Redwood City (Calif.) Public Library Director Dave Genesy, who also freelances as a library-merchandising consultant. The idea was to redesign Mount Laurel’s layout and to encourage and coach staff to merchandise library collections and develop new ways of doing business.



JOAN E. BERNSTEIN (left) is director of the Mount Laurel (N.J.) Library and serves as 2006–2007 president of the New Jersey Library Association. KATHY SCHALK-GREENE is Mount Laurel assistant director and is the 2005 NJLA Librarian of the Year.

The makeover included the addition of an internet café and wireless network; themed environments geared to young readers, families, teens, and quiet study; as well as popular collections attractively displayed throughout the library on gondolas and slat wall panels.

One example of a themed environment is the former children’s room. Tall shelving was removed, colorful paint replaced gray walls, books were displayed on slat wall panels, and comfortable seating and colorful accessories were added to comprise a new family room that is a friendly space for young readers.

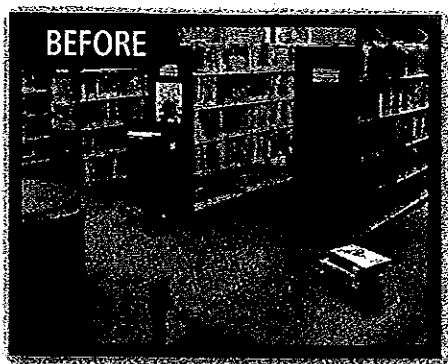
Customers were amazed. “When did you buy all those new books?” they asked. “When did you put in those windows?” (Same books, same windows.) One mom said, “Now I come into the library and just shop the wall.”

Ever-changing roles

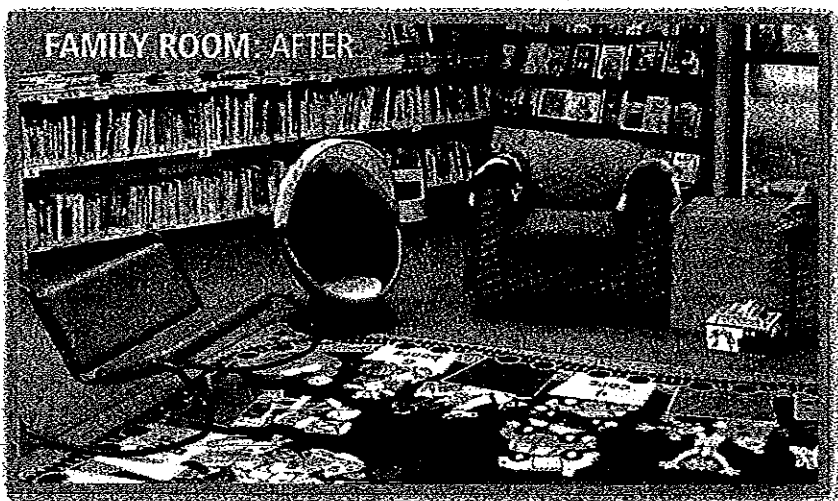
As physical changes took place in the library, new duties and roles evolved for our staff. Everyone now spends time each day merchandising—keeping the displays looking full and fresh.

A new role has evolved dubbed “the greeter,” a mobile knowledgeable staff member who helps customers anywhere in the library. Hour-long shifts are rotated among all library workers, including typical back-room administrative and technical services staff as well as those in circulation and reference, so that everyone is involved in direct public service.

We recognized what a huge change the greeter role was for staff and accepted the fact that it wouldn’t happen overnight. Open communication, staff training, and a go-



BEFORE
Comfortable seating and creative book displays make the renovated family room more inviting to patrons.



sense of humor are the keys to making this work. We understood and accepted that everyone was starting with different skill levels, but decided to take the plunge and not wait to be perfect before we began. Multiple-training strategies include PowerPoint overviews, hands-on training and tip sheets, as well as support and encouragement to help staff learn new skills.

Mount Laurel added a daily morning briefing to improve communication and to provide unity. The 5–10-minute heads-up before the library opens also offers another mini-training opportunity. A short staff-wide e-mail keeps those who arrive later and part-timers in the loop.

Tips other libraries can use in their own institutions include:

■ **Listen to your customers.**

Ask them, "What would an amazing library look like to you?"

■ **Listen to your staff.**

Let staff and volunteers loose with paper and pencils. Their mission: Walk through the library as if they were first-time customers. What makes it easy (or difficult) to find their way around? What changes would they like to see in the space to make working with the public easier? Record and distribute all responses.

■ **Get outside help.**

Whether it's an outside consultant or local colleagues, others often see new opportunities or approaches in your library.

■ **Take before pictures.**

It's a quick and easy way to start seeing your library with new eyes.

WHAT MAKES A PROJECT WORK? *By Karen Hyman*

The Trading Spaces project succeeded beyond our wildest expectations and despite our occasional fears. Could a consultant from California mentor this much change from 3,000 miles away? Could the Mount Laurel (N.J.) Library management, board, and staff really have the nerve to make this much change in a library that people liked to start with? How much could we actually do with \$45,000? Could we sustain the momentum beyond a one-shot wonder after the party was over? The answer to all of these questions was yes.

You, too, can fund and implement projects that make a big difference—way beyond the dollars that you spend—if you:

■ **Have a great idea.** Small ideas, such as digitizing documents still in paper form because nobody wants to look at them anyway, produce insignificant results, even if a gee-whiz number of documents are digitized. We aimed big—not just to buy bookstore furniture, but also to change the staff culture and customer experience in the library.

■ **Make something happen for the customer.** A relentless focus on results for the customer helps to avoid compromises that produce no results, handle the down side of great choices, and do the extra work that transforms okay into fabulous.

■ **Get a critical mass of staff on board.** Sometimes the library director is the only person who wants to take on a new project. More frequently, nobody wants to do the project but they wouldn't mind buying new furniture. At the first consultant meeting at Mount Laurel, everybody was

there—even, and especially, the custodians, who were bright, resourceful, and a key to our success.

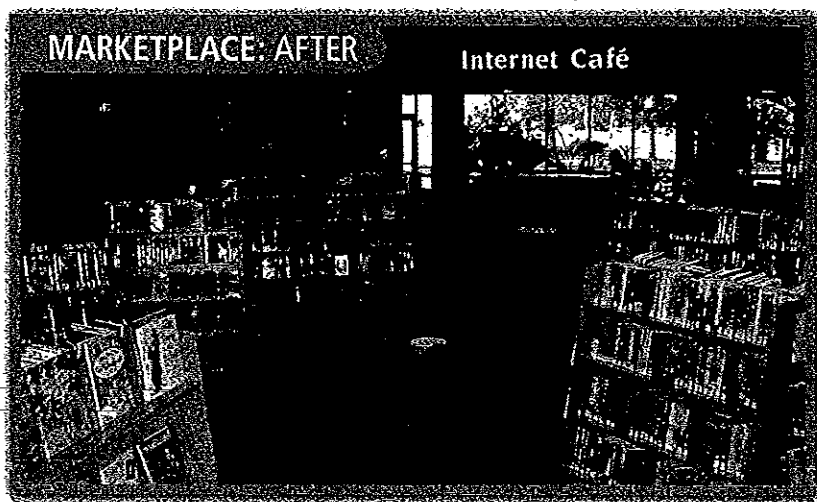
■ **Move fast.** The "Trading Spaces" project went from idea to fruition in one year. Why did we do it so quickly? Because we wanted to change the public perception of libraries and we were running out of time to do it. Consultant Dave Genesly liked to say, "You can't leap a chasm with baby steps." In the library biz, you'll need to do something really different all at once to attract the public's notice.

■ **Make it easy to replicate.** The "little project that could" has changed the way people design buildings and offer services in the Middle Atlantic region. Most pilot projects fail to drive anyone anywhere—including the libraries that implement them. Don't rely on a single ribbon cutting, workshop, or article to support change in other libraries. A full-service website, continuing tours, and programs support change and update the story.

■ **Take risks.** Change begets change and risk-taking begets fearlessness.

■ **Just do it.** We aimed big with \$45,000—a figure within the redesign budget of many libraries and pocket change to some. But a library with only \$5,000 can get started by punching up an entrance or children's room. Librarians love to "ooh and ah" over \$80-million buildings, but 99.9% of us will never have one. Start where you are. You could end up with approachability, flexibility, and style that the big boys lack.

KAREN HYMAN is executive director of the South Jersey Regional Library Cooperative.



BEFORE
An internet café adds a special touch to the new library marketplace area.

■ Expand your idea of display.

We created a large new book marketplace with eight freestanding bookshelf gondolas that hold current items for 12–24 months. We borrowed the names for popular nonfiction areas, like Computers, Home and Garden, and Colleges and Careers, from Dewey ranges in the stacks and highlighted them on special shelving. Reference collections, such as Health, Investments, and Consumer Information, were also highlighted into special areas for greater self-service.

One year later

We learned that merchandising is not an isolated activity and it's more than buying new shelving and slat wall. It impacts everything—from collection development to where and how staff offer customer assistance.

After the intensity of making major changes, it's sometimes hard to maintain momentum. Some ways we've tried are: continual staff training, providing multiple ways to encourage questions and air concerns, including everyone in decision-making, and reminding staff of milestones to show the positive impact of the changes. One thing we do is walk around looking for weirdness. This means, what areas aren't looking good? Are any of our new practices going off track? Then we try to figure out how we can tweak to improve things.

Lessons learned

1. You don't need a huge investment to create a big impact. Our

total project budget was a modest \$45,000. Several areas required more imagination than money. Just painting a bright color made a big change in our juvenile area. New rooms were created in the library at no cost by reassembling existing shelving in new ways to redefine space.

2. Furniture matters. New CD browsers, gondolas, and freestanding bookshelves promote easier cover-out display and browsing.

3. Install slat wall for vertical display. Use it on walls to spotlight special collections and on shelf ends to draw people to the stacks and to define new spaces, such as a teen area with floor-to-ceiling denim-colored slat wall and clear acrylic shelves.

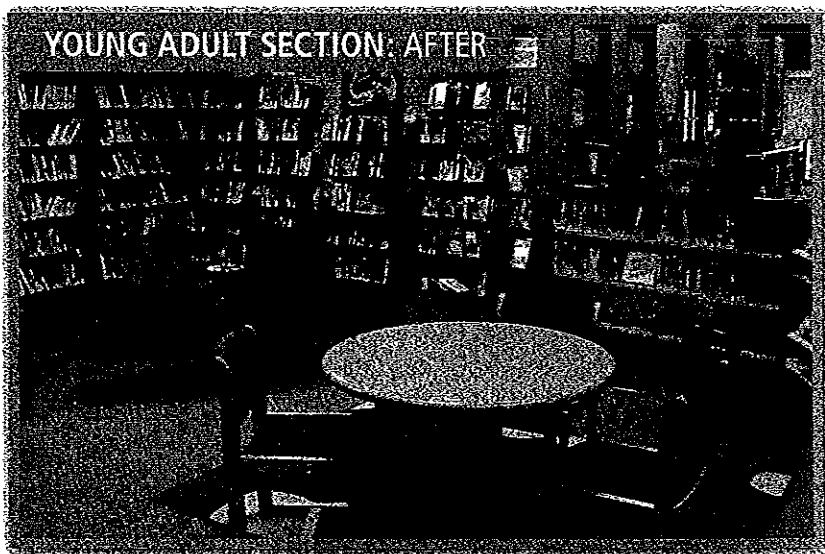
4. Give people a wow experi-

ence on entering the library. Display high-impact (and high-demand) items in areas where people first enter, such as DVDs and music. Everyone knows libraries have books but fewer people know we have DVDs and music CDs.

5. Move teens away from the children's area. They don't want to be anywhere near smaller kids anyway.

6. Dramatic change yields dramatic results. Unique and comfortable areas for different customer groups—such as families with young children, teens, and those wanting a quiet reading area—can each have a dramatically different look and feel within the library.

7. Changing a number of areas at once has greater total impact than



YOUNG ADULT SECTION: AFTER
The new and improved young adult section features denim-colored slat wall and clear acrylic shelves.

a piecemeal approach. It shows a single vision for the whole library. Change itself becomes an event involving staff and customers alike.

8. Involve everyone in changes. Time invested in listening to, involving, and training staff before, during, and after implementation yielded high returns in buy-in to the project and presented a common message to the public. Having cross-departmental teams with all staff levels directing the project was a major factor in its success, along with involving other staff in specific sub-team projects through the implementation. Customers were kept in the loop with a large-scale map of the final layout and "Look for Changes" signs posted as areas were transformed. Public feedback forms were available throughout the process to keep the lines of communication open.

9. Mess equals success. A messy area in the library means people have been touching or messing up the displays and borrowing stuff. This is a good thing and not a source of irritation. Staff maintains the librarywide displays every day and throughout the day to keep the library looking comfortable and easy-to-browse.

10. Practice proactive customer service. Bring staff out to customers, rather than make customers come to staff desks.

Sharing our story

Since unveiling the "Trading Spaces" project at workshops in March 2004, more than 2,000 library staff and trustees have visited the library or attended programs on the project. Many others nationwide have visited the project website maintained by SJRLC. Conference programs on Mount Laurel's experience took place in March during the Public Library Association national conference. Another program is planned for this June during the ALA Annual Conference.

According to SJRLC's Karen Hyman, "The Mount Laurel Library has succeeded beyond our wildest dreams with the 'Trading Spaces' project. We are eager to see the full impact on use and satisfaction of

their customers and transformation of more libraries in New Jersey."

New Jersey State Librarian Norma Blake echoed Hyman's enthusiasm. "The Mount Laurel Library is to be

commended for their innovation and success in the 'Trading Spaces' project. The library has become a model for other libraries in New Jersey—and the country." ■

TAKE THE MERCHANDISING TEST by Dave Genesy

Do you see more desks and furniture than collection displays at your front door?

First impressions are lasting impressions. Service desks should be off to the side and collection displays, welcoming spaces, and public art should be up front.

Does your staff greet incoming customers with eye contact and a smile? Greeters who just greet are becoming standard business practice for great customer service. As a bonus, retailers say that eye contact by staff is an effective theft deterrent.

If your library floors are 25,000 square feet or less, is there one service point? Customers do not want to be shunted from desk to desk. Have a heart and establish one central service point and, for heaven's sake, cross-train your staff.

Is there an ample display of new books, media, and current-interest themes at the front of your library? Go to a bookstore where you literally run into dozens of tables, gondolas, and wedding cakes bursting with books. Now walk into your front door. See any difference?

Do you have a large new book area with plenty of face-outs? Stacks are where books go to die. Expanded new book areas, with new titles kept up to two years, will delight your customers.

Are your music CDs in music store-tiered browsers? If I see another metal-shelving unit with CDs in pullout drawers . . .

Are all shelving-unit ends slat-walled with bountiful book displays? End-of-stack panels are valuable real estate in every retail business. Business folks must be rolling in the aisles when they see all that empty and unproductive space. Every library, no matter how small, has dozens of these built-in display opportunities.

Is your signage in English or in math? Signs are for customers. A sign that says 613.1-646.9 is madness. An aisle number and a few subject headings in plain English is not too much

to ask for.

Do you use wood bookstore shelving? Wood and books go together like books and coffee. A slight slant, backing to keep books upright and with ends of the shelving unit that keep books tight and the shelf full . . . beautiful.

Do you have a separate home and garden collection? Pluck low-hanging fruit by bringing together this collection, which resides in several locations in nonfiction. There is a reason that newspapers have a separate home and garden section every week.

Has your print reference collection decreased in size at least 50% over the past few years? Face it, print reference is a dying animal. Digital reference is also on the endangered species list.

Does your children's area have a percentage of floor space that equals the percentage of circulation? Play fair: Children's service is the heart of the library. Material budgets and space allocation should reflect usage. Take it from reference.

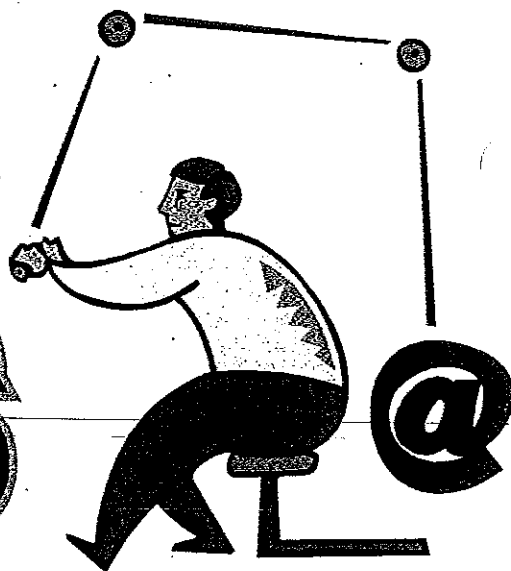
Does your children's room not look like a mini-adult area? Same color scheme, lack of displays, nothing to play or cuddle on? Children's areas should have more face-outs, more fun, and more excitement in design so that kids run to it from the front door. What's so crazy about kids going crazy over your library?

Do picture books have as much space devoted to face-out as spine-out? This is a rule of thumb I tell anyone who will listen: For every section of two shelves of picture books, there has to be three feet of face-outs above.

If you answered yes to most of these questions, congratulations. Your community must love you. If you answered yes to some, keep up the effort and call me. If you answered yes to few, can you spell the word "Luddite"?

DAVE GENESY is director of the Redwood City (Calif.) Public Library.

PUMP UP YOUR PATRONS



By emulating the best features of health clubs, libraries can ensure their future as a physical place for exercising the mind

By Larry Wilt and Freeman A. Hrabowski III

Experts who speculate on the future of our profession often focus on the library as place. Their conjectures range from doomsday predictions of empty buildings to optimistic scenarios of a reconfigured space with a new range of services. We want to weigh in on the optimistic side by offering a different conceptual model for the role of libraries and their spaces: the modern health club.

What are the defining features of the modern health club? It's a fashionable, high-tech, full-service, well-staffed business that invites you to buy into not just a few hours of sweaty exercise each week, but a new lifestyle and self-image.

While their core remains sweaty exercise, you'd hardly know it from the images they convey to the public. They show the finished product first—the svelte bodies, along with the specialized and good-looking gear that you buy there and wear with pride; the friendly environment, with smiling attendants and supportive trainers; the state-of-the-art facilities and equipment, well-lit and inviting

enough to make the inevitable suffering tolerable; a snack bar with “healthy foods” served with speed and convenience for those exercising on a lunch hour; and sometimes value-added services such as a steam room and sauna, a barber shop and beauty salon. The images attract you; in fact, once you're there, why would you ever want to leave?

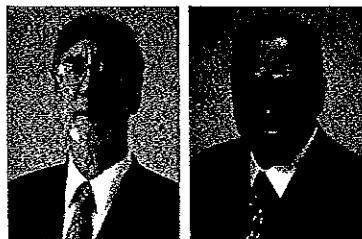
The modern health club is an American success story. It is reproducing itself, Starbucks-like, everywhere. But who would have predicted that success? It seems irrational, on the face of it, that we would spend \$50 or more per month so we can exert the extra effort of traveling to another location and renouncing our privacy, when for the cost of three months' membership we could buy a set of free weights and exercise at home. The intangible value people now place on going to a health club is hard to understand before you experience it. Actually, even for some of us who have been there, it still is.

Similarly, the value of going to a “fashionable,” well-equipped, full-service library is hard to see when information is becoming easier by the minute to get from home, in our offices and cars, and everywhere else. It is especially unfathomable for the millions of potential library users who didn't show up even before the online revolution gave them another reason to stay home. Yet, just as entrepreneurs figured out how to configure and sell the health club idea, some librarians are figuring out how to attract users despite the belief of some people that “we don't need libraries anymore.”

We believe that helpful entrepreneurial insights for libraries can be found within a “health club model.”

LARRY WILT (left) is director of the library and FREEMAN A. HRABOWSKI III president of the University of Maryland, Baltimore

County. This piece was expanded from a portion of Hrabowski's keynote address at the Association of College and Research Libraries President's Program at the 2003 ALA Annual Conference.



Using that model as the paradigm for the 21st-century library can advance our thinking on how to develop library services and space.

The health club model is already being used elsewhere in education: Language labs are a close analog. In the for-profit education arena, language study is being reshaped on the health club model: The Wall Street Institute links online resources, texts, and teachers with a health club-like "Speaking Center" where students can use resources and get assistance and coaching on a drop-in basis (www.wallstreetinstitute.com).

Which principles of the health club model can be applied to libraries? We are not going to be passing out towels in our libraries. But outside of the particulars, libraries can, and increasingly do, function as health clubs function:

1. Better facilities and equipment than home. OK, we grant that maybe for some—especially the information gurus with new and expensive computers and fast internet connections—the library would not be better than home. But then, some rich and fanatical fitness buffs own better equipment at home than most health clubs.

Library equipment does not have to be superior to every piece of each person's home equipment, but we should have some equipment that is superior for each client. Libraries should aim to have equipment, software, and connectivity that are at least better than the typical user would have at home. Libraries should trade up in quality more often than the average home user would. Workspaces should be more spacious than at home, with several options for work environments, just as health clubs sometimes offer different equipment in various settings to work the same muscle group.

Some settings in the library should be conducive to small-group activity. Small groups could meet at people's homes, of course, but then someone has to be the host and clean up afterwards. A centrally located public environment is easier to use, especially for

work groups whose members are only loosely acquainted. We get used to a convenient space, just as we get used to the aerobics classroom at the health club. Since we are "competing" with rooms in people's homes, we need to compete with the advantages of homes, such as flexible hours, availability of food, and privacy.

2. Coaching and monitoring.

The information consultant (or reference librarian, as we said in the last century) in the library is like a trainer in a fitness club. Like trainers, librarians don't do the work for the patron; instead, they might explain or demonstrate how it is to be done, then encourage the client to follow the suggestions. Libraries should offer at least two levels of coaching and monitoring, just as the better health clubs do. The most basic level, performed by the "attendant," consists

rate, weight-training technique, aerobics, diet, and vitamin supplements. Libraries offer basic information literacy classes to freshman courses, to "intro" courses, and for orientation programs. Sometimes librarians manage to reach all students through a required basic-skills course. However, these efforts do not really give students any specialized skills; they are more like the walkthrough that a neophyte gets at the health club, showing what each exercise machine does and how to avoid getting injured. Some health club members start without even that amount of help, and do just fine. The club's specialized courses are more like the "methods" courses that students get in their majors. Librarians can, at that point in a student's career, offer specialized subject-oriented "information mastery" instruction.

The intangible value people now place on going to a health club is hard to understand before you experience it.

of answering users' questions, similar to a reference librarian at the reference desk. The attendant also handles the equipment troubleshooting in the health club. Similarly, library troubleshooting can be performed by librarians, students at a technical help desk, and security guards.

The higher level of coaching and monitoring at a health club involves coaching by appointment, usually for a substantial fee. The user gets the undivided attention of the coach for an allotted time. Many libraries already offer this level of service, especially to faculty members, but usually without the fee. If automation replaces some of the more basic library coaching services, then perhaps staff will have time to expand individual coaching services. One example of a promising place to insert such a service in academe is at the start of each graduate student's work on a dissertation proposal.

3. Specialized classes. A successful health club offers classes in a wide range of specialties: yoga, ka-

4. Opportunity to focus. Many of us need a place where we can—indeed must—concentrate with few distractions. Going to that place also becomes a way to manage time; we set aside an appropriate amount of time in that place with the goal of making a respectable amount of progress on the task at hand before we leave.

5. Opportunity to not focus. Health clubs have learned that people are drawn to them as much by the extras as by the core function. As people exercise and experience pain for gain, they appreciate the little pleasures and often want to feel part of a group of people with a common purpose: Misery loves company. Just the possibility of taking a break, socializing, eating something, or meeting someone often helps to encourage clients. Similarly, libraries should support and create study areas that are large, open, and even slightly crowded and somewhat noisy (contrary to popular belief). Many students like a buzz of activity such as we find in a health club, even while studying.

6. Looking good. How do you look intellectually buff? That may be hard to answer. But libraries do not have to give our users chiseled minds to be successful, any more than the health club has to produce a svelte customer. They only need to leave the customers better off than they would have been had they not come into the club. Similarly, we only need to help users gain a sense (hopefully justified) of information. Few clients leaving the health club have achieved perfection, and we need not expect that our clients will either; but they should at least know what they would need to do to succeed.

7. Style and symbol. The image of the high-end health club is one of success. Its users are winners and the activities going on there are important. One can observe others who are taking their workouts seriously. The club rules and culture support work, though amenities are present. The modern library needs to send similar messages.

Accordingly, the structure, furniture, signage, and rules should all reflect the dignity of the enterprise. Its size should be emphasized. Some parts of the building should be available for people to work in groups and others should be able to see these groups engaging in constructive activity. Furniture must be kept in excellent condition, free of graffiti, to help ensure that library research is viewed as important. Similarly, anything that distracts from the focus on core functions from the users' point of view should be out of sight.

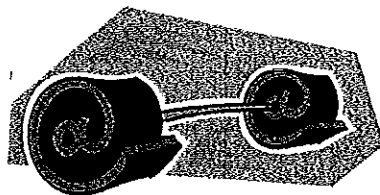
The limits of the model

Of course, the health club metaphor for libraries can be taken too far. Obviously health clubs and libraries are different. We don't want to smell like a gym; nor should we embrace all of the business elements implicit in the health club. The most serious limitation to using the health club model involves all those information-seekers who never use the library building but work solely online. The operation of the library as physical place contributes to our

conception of the virtual place only insofar as these virtual services and resources mirror those of the physical library. Yet, librarians still have responsibility for developing and maintaining this virtual place—a set of tasks and responsibilities without current analog in the health club.

Librarians do coach, advise, and train in the online environment, just as some nutrition and fitness experts answer questions online. But

interactions that might formerly have taken place by mail or telephone. Similarly, in nutrition and fitness coaching, the core facts and generic advice can be found online. Mail and phone inquiries are being transformed into online interactions. In health clubs, the interpretation of the core facts and generic advice and their application to clients' particular needs are most efficiently done in person; we can expect the same to hold for library services.



Libraries should aim to have equipment, software, and connectivity that are at least better than the typical user would have at home.

sustained information research assistance is not, so far, fostered by online contact, just as in-depth nutrition and fitness coaching are not developed exclusively online.

Academic libraries are still seeking the proper balance between online and on-site services, and similar explorations are underway in other sectors of society; the banking industry, for instance, has found that some services, such as the provision of monthly statements, are more effectively offered online than on-site. Yet in-person interactions are most efficient for many of the more complex banking tasks where the intervention or advice of knowledgeable bank employees is needed.


In addition to the basic lookup of bits of information, the most likely candidates for conversion to online services have been the banking in-

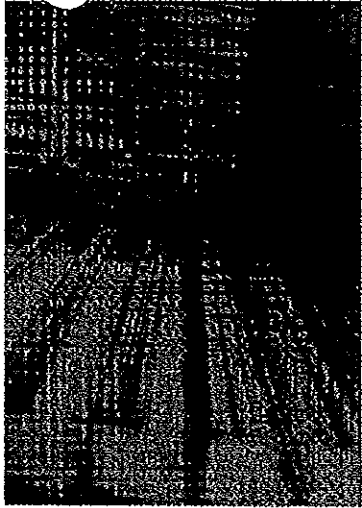
Applying the model

The future may very likely see health clubs balancing on-site coaching and motivation of clients (in attractive physical spaces) against online support of clients for nutrition and fitness advice. Similarly, libraries will be supporting clients both face-to-face and through technology, both on- and off-site.

Even with the growing popularity of online education, we are finding that many students continue to prefer traditional classroom settings (often incorporating technology) and professors to talk with—in person, face-to-face. Even graduate-level online course providers are finding that occasional, but regular, face-to-face group work and instruction adds value.

Overall, the health club model can be useful in rethinking the role of libraries and librarians in supporting users, in a way that renders the need for a physical location both clear and critical to user success. The need for physical presence implies strong and positive relationships between librarians and users without any wistful longing for the good old days.

Ultimately, the health club model for libraries is an optimistic one. It projects a plausible future role for the library building as a physical location for in-person librarian contact with users without opposing the growing significance of online activity. The success of the same paradigm in other education settings (such as a language lab) strengthens our conviction that it can succeed in the information research context for libraries in this century. 



32nd National Library Legislative Day

This year marks the 60th Anniversary of the American Library Association's Washington Office and the 32nd National Library Legislative Day! Join hundreds of library supporters from across the country visiting members of Congress to share stories about libraries in your communities and to talk about the needs and accomplishments of libraries in your area.

A special Lobbying 101 pre-conference will be held on Sunday, April 30, at the ALA Washington Office (New location: 1615 New Hampshire Ave., NW, First Floor, Washington, D.C.). Trustees are needed at Legislative Day to represent the public. What we do best! Congressional

delegations are much more receptive to trustees than librarians.

On Monday, May 1, a special briefing day will be held at the Holiday Inn on the Hill, 415 New Jersey Avenue, NW. You will enjoy seeing other advocates, learning how to share your library stories, and finding out the latest information on current legislation. We will be talking with our Congress members on Monday afternoon and Tuesday with a congressional reception on May 2.

Registration and further information is available at www.ala.org/ala/washoff. This site will also give you information on current legislative issues.

Praise for Library Staff

During National Library Week, libraries are encouraged to plan a day to recognize and show appreciation for all library workers on Tuesday, April 4, National Library Workers' Day. Sample buttons, proclamations, and press releases are at www.ala-apa.org/about/nlwd.html.

Here are some ideas about what other libraries are planning (www.ala-apa.org/about/NLWDideas.html).

- Chocolate and roses for staff with thank-you cards for their great service from the library board.
- Press releases in the paper highlighting local library

workers and National Library Workers' Day.

- Brochure to highlight the "Library's Unsung Heroes."
- "Going the Extra Mile" award.
- Special days for nonpublic service areas—Technical Services Appreciation Day.
- Food (pizza, lunch, cake).
- Wall of Fame, featuring library staff.
- Post heartwarming stories about staff hobbies.

In a recent article in *Benefits Quarterly* (21.2, Sec.Qtr. 2005, pp. 13-17), Leah Reynolds discusses the four distinct generations that are in the workforce

at the same time for the first time in American history. Each generation is highlighted with what motivators and rewards are important for that group. The Veterans generation wants respect for experience while the Generation Yers want learning and development opportunities.

Some top employee motivators are:

- Learning activity
- Flexible working hours
- Verbal praise
- Increased authority
- Autonomy

Plan some appreciation activities for your library staff.

In

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President's Message Plan on Attending the New Orleans' Conference



ALTA President
Jane Rowland

Get ready to let the good times roll while improving your library board skills. The ALA/ALTA Annual Conference in New Orleans will be the first large conference held in that beleaguered city since Hurricane Katrina. Plans are being made to give us the royal treatment—and CNN, ABC, CBS, NBC, and Fox will be there to show the world that the city is back in the conference/tourist business.

Helen Kohlman and Marge Sherrod, New Orleans Trustees, are working hard to give a grand "Taste of New Orleans" during our Friday night ALTA Gala. The event is to be held in beautiful Gallier Hall, the former City Hall. We can enjoy viewing the stained glass and antique furnishings while tasting food prepared by outstanding local restaurateurs. There will be entertainment, favors, and so much more!

The variety of programs offered during the conference will cover marketing your library, reaching out to your community, making your library safe and secure, examining the impact of intellectual freedom on libraries, showcasing your library to your community in unique ways, and advocating for your library using key messages.

ONLINE ELECTIONS THIS SPRING

Many important issues were addressed during the San Antonio Midwinter Meeting. ALA is requesting that the membership approve a \$10 increase each year for the next three years to help strengthen the association. Division members benefit from a financially strong ALA and will benefit from the dues increase in a number of ways. Services provided by the association that support the divisions include development, legal services, technology, human resources, finance and accounting, membership processing, office space, and utilities. Division members also benefit directly from the association's work in areas such as intellectual freedom, legislation, diversity, public information, research, accreditation, copyright, and international relations. A financially stronger ALA will be better able to meet the needs of the divisions and division members.

The number-one priority of the twenty thousand members who participated in the planning process was increased advocacy for libraries and librarians. This includes public awareness of the value of libraries and librarians, increased research to document the value of libraries, legislative advocacy at the national level, and support for grassroots advocacy at the state and local level. In communities across the country, libraries of all types continue to be threatened by funding reductions, staff cutbacks and even the elimination of libraries altogether. Librarians and library supporters need more help if they are to win these battles. ALA can—and should—be as helpful to those seeking to fight budget cuts, pass a referendum, prevent the closing of a school library, build or expand a library building, or increase library funding as it is to a library facing a censorship challenge. The dues increase will help provide the resources, training, and networks that local advocates desperately need.

Your ALTA Board unanimously approved this increase. The request for this increase will appear on the spring ballot, and I strongly recommend that you vote for it. Also, be sure to vote for your choice of ALTA officers.

ADVOCACY NOW

In addition to attending your state library advocacy day, I hope you will be able to attend National Library Legislative Day in Washington, D.C., May 1 and 2. Your participation is very important, and your experience will be exciting, effective, and satisfying.

When you're contacting your local, state, and national legislators, remember that we legislate how our libraries operate. We make the most efficient use of tax dollars in our delivery of service.

RESTRUCTURING TASK FORCE

A Task Force was formed, chaired by Dale Ross, to explore restructuring ALTA. We must find new ways to reach out to trustees throughout the nation to show them how ALTA can help them be more effective. Let me know your thoughts on how ALTA could be restructured to better serve its membership and reach out to prospective members.

Keep in Touch!

Jane Rowland—jrowland@calumetcitypl.org

Kansas Trustees Eye Options

Speakers at board meetings? Workshops on recruiting trustees, getting more revenue, or evaluating the director? Maybe even state certification of library boards?

Trustee continuing education offers so many flavors!

Deciding how, what, and why is the task of the Kansas Library Trustee Association's (KLTA) new Continuing Education (CE) Committee. Working with the State Library, the seven regional systems and others, KLTA will help implement the December 2005 *Report on Statewide Continuing Education (CE) for Kansas Librarians and Trustees* (www.skyways.org/KSL/admin/statecereport.pdf).

The Kansas CE report's eleven recommendations include two on trustees:

6. "A program of certification for public librarians and public library boards will be developed."
7. "A Kansas Library Leadership Program will be developed for all types of librarians and trustees within a competitive application process."

The report built on two major 2005 events. In April, new State Librarian Christie Brandau called a CE Summit. To prepare for that Summit, a survey showed that the number-one trustee priority was finance and budget training. (See *The Voice*, Fall 2005.) In late 2005, five task forces made recommendations about scope, sequence, delivery modes, and certification.

STATE LIBRARIAN'S CHARGE

Where does KLTA start its work? With core skills for trustees. Brandau's February 9, 2006, participation letter requested that "the KLTA CE Committee discuss the pros and cons of library board certification and consider the core skills that trustees need to function effectively during their board terms. When these core skills are established, they can be used to build curriculum for trustee training programs."

VISIONARY LIBRARIES SUPPORT TRUSTEE CE

Anticipating this request from the state librarian, KLTA sought the financial support of leader libraries. Even with more than eight hundred members, the multi-year commitment needed to do the job right for trustee CE was beyond the association's finances.

Throughout the summer and fall of 2005, a team of two KLTA board members visited candidate libraries' directors. The team explained that CE was KLTA's top priority (www.kslibtrustees.org). Then they asked what kinds of CE needs that library's board had. Finally, the team asked the library to consider financial support that would enable KLTA to participate wherever needed—planning, designing, or helping present trustee training.

Eight visionary libraries provided funds to underwrite the CE Committee activities, addressing trustees statewide:

- Bonner Springs, population 6,777
- Dodge City, population 25,568
- Emporia, population 32,516
- Hutchison, population 40,783
- Johnson County, population 381,237
- Kansas City, population 150,316
- Olathe, population 105,274
- Topeka & Shawnee County, population 148,323

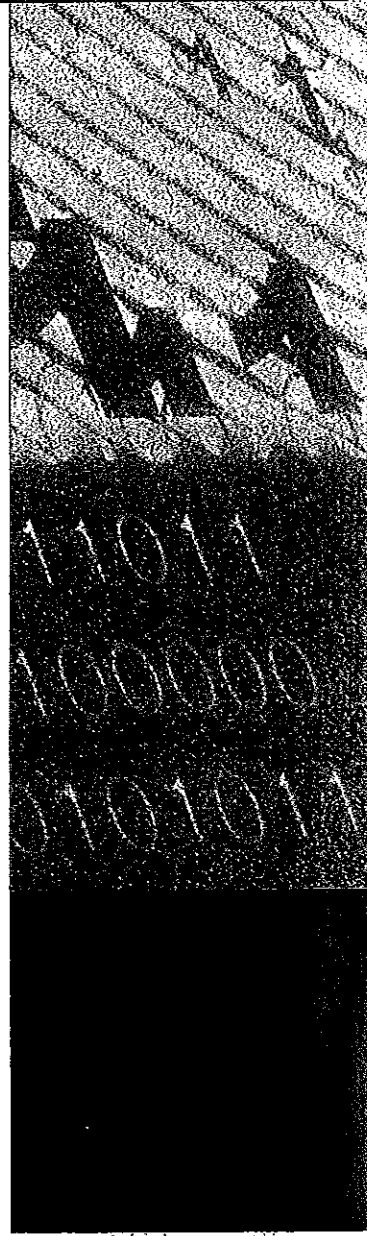
NEXT STEPS

The four-person KLTA CE Committee started work in late February with a face-to-face kickoff meeting. It then switched to e-mails, telecons, and PolyCom meetings (via eight statewide audio/video sites). In early summer, draft recommendations will go to the committee's three advisors for comments. A status report will be prepared for the eight leader libraries during September. For further information contact me at webemgrp@mindspring.com.

—Ellen Miller, ALTA Regional VP for Kansas, Missouri, Nebraska, and Iowa



Kansas State Librarian Christie Brandau targets trustee CE.



ALTA at a Glance

www.ala.org/alta

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ALTA Mission Statement

The Association for Library Trustees and Advocates promotes and ensures outstanding library service through educational programs that develop excellence in trusteeship and actions that advocate access to information for all.

ALTA Vision Statement

The Association for Library Trustees and Advocates will educate and empower library trustees to advocate for and adopt policies that promote the highest quality library and information services

ALA Presidential Candidates Speak Out about ALTA

Dr. Lorie Roy is Professor, School of Information, and Professor, Center for Women's and Gender Studies, The University of Texas at Austin. She attended the ALTA Board meeting to discuss her campaign for ALA president.

What do you see as a meaningful role for trustees in ALA leadership, on Council and on ALA committees?

In 1995, John Berry III, editor-in-chief for *Library Journal* published an editorial titled, "Great Libraries Have Great Boards." We might take this one step further and say, "Great Library Associations Welcome and Recognize Support from ALTA and its members."

Trustees have much to offer ALA, especially in the areas of advocacy, continuing education, leadership, and financial management. The challenge is connecting ALTA membership with the appropriate ALA units. This is a task that can only be accomplished through cooperation and the development and implementation advocacy agenda for ALTA by ALTA itself. ALTA membership needs to communicate with ALA officers, staff, and with committees, including the Council Committee on Committees and the Nominating Committee, that prepare nominating slates and invite ALA members to serve. Similarly, committees making appointments need to be advised to consult with ALTA when conducting their work.

What programs would you forward to sustain ALTA to be a fiscally healthy and productive division of ALA?

While total ALTA membership is approximately 15 percent of total ALA membership, ALTA remains one of the smallest ALA divisions, exceeding only the membership of ASCLA and only one-third the size of ALSC, the next largest division. Clearly, ALTA members are involved in highly visible and key activities within ALA, including the new Advocacy Registry, the Advocacy Institutes, and

great programs including the Honor Roll Banquet. It certainly may be time for ALTA to review its potential for increasing membership and its potential revenue streams. We know that over 90 percent of the ten thousand public libraries in the United States have library boards; this translates into thousands of prospective ALTA members. ALTA might benefit by examining how other units, or organizations to which trustees belong, are increasing their membership. ALA's revenue sources include dues, grants and awards, products, meetings and conferences, and publications. ALTA might review how other units are increasing their finances through these traditional sources as well as newer activities, such as online course delivery. Finally, ALTA can continue to monitor new ALA initiatives to see where there are potential areas of partnership. For example, the impact of the new Certified Public Library Administrator Program may indicate a similar voluntary certification program for trustees.

Dr. William J. Crowe is Spencer Librarian at the Kenneth Spencer Research Library, The University of Kansas.

What do you see as a meaningful role for trustees in ALA leadership, on Council and on ALA committees?

We speak often about diversity in ALA, but many of us may not recognize that seeking out active participation—in all venues of ALA—by trustees or advocates for libraries is a compelling example of how we can rely on diversity to improve the quality of our work. ALA leaders must ensure, for example, that all who recommend or appoint committees and working groups are reminded to look beyond those of us who work in libraries—to library educators, too, for example. We need to tell the story better, with examples of successes, to give us a chance to enrich our shared understanding of the issues we face and promote possibilities for improved results in all that we do together.

What programs would you forward to sustain ALTA to be a fiscally healthy and productive division of ALA?

Here, the key is to get the ideas of the leadership of ALTA to inform what ALA leaders,

continued on page 6



ALTA Program Schedule for Annual Conference 2006 in New Orleans

FRIDAY, JUNE 23, 2006

7:30–10:00 P.M.

ALTA Gala

Session ID: 220443

"New Orleans is open and welcoming ALA for our Annual Conference. A special evening is planned at Gallier Hall (New Orleans' original city hall), a magnificent setting on St. Charles Avenue (trolley line) with a Mardi Gras theme to special favors, wine, and fabulous food. You won't want to miss this opportunity to see the old along with the new (returning) New Orleans at its very best."

Join us for this special event and celebrate with the ALTA president on her successful year in the wonderful city of New Orleans. Enjoy the wonderful dinner and company.

SATURDAY, JUNE 24, 2006

Show Me the Money: Marketing Your Library To Stakeholders for Maximum Impact (and Cash!)

10:30 A.M.—NOON

ALTA Opening Session

Session ID: 220340

In this interactive and fact-paced session, Stephanie Vance, the advocacy guru of Advocacy Associates and former congressional staffer will help you gain

more tricks of the trade on selling your library message to officials at the local, state, and federal levels. Learn more key skills and strategies advocates need to pitch the library message, close a deal, and walk away with additional funds and support. Vance will share techniques on talking to community leaders at all levels, from your neighbors to your representatives in Congress, who control and influence the destiny of your library. Through example and role-playing she will energize your advocacy campaign to effectively reach the decision makers and build coalitions. Cosponsored with the ALA Washington Office. *Organizer:* Don Roalkvam

ALTA—Touching the Community

1:30–3:30 P.M.

ALTA President's Program

Session ID: 220338

The program is vital in teaching participants how to raise awareness of library services and benefits available through ALTA and their local libraries, by providing resources and marketing tips which include facts, benefits, and unique solutions to the persistent problem of changing or altering opinions. Plus, what happens when all of this is in place and disaster strikes? How do you regroup? *Organizer:* Rose Mosley

SUNDAY, JUNE 25, 2006

Who's Watching Your Back? Making Your Library Safe and Secure

8–10 A.M.

Education of Trustees Program

Session ID: 220352

Will include a building consultant, insurance specialist, and security person to cover materials and hardware issues. *Speakers:* Aaron & Alex Cohen, of Aaron Cohen Associates Ltd. *Organizer:* Lillian Edelmann

Emerge-Enlighten-Enrich

10:30 A.M.—NOON

Intellectual Freedom Program

Session ID: 220329

Emerge from the throws of darkness, *Enlighten* with the glory of libraries, *Enrich* with free access to information to keep our democracy strong. Come

continued on page 7

Welcome new ALTA members!

Debora Cospier
Ashland, KY

Rodney Davis
Norfolk, VA

Gregory Gagne
Leesburg, VA

Jane Goldman
Norfolk, VA

Renee Griffin
Greensboro, NC

Gloria Holt
East Orange, NJ

Ann Hutton
Rochester, MN

Patrick Kansoer
Morton Grove, IL

Linda Kapusta
Stillman, IL

Shirley Martin
Lincoln, NE

Marilyn Mitchell
Port To, WA

Elizabeth Pugh
Clinton, MI

Grace Shore
Clinton, MI

Myrtle Solaman
Greensboro, NC

Bill Stewart
Laramie, WY

Warren Stewart
Norfolk, VA

Presidential Candidates

continued from page 4

including the president-elect and president, need to hear. What opportunities have we missed in the past, for example, to strengthen an all-conference program? Many of our libraries have people of exceptional talent and energy as trustees, who often are leaders in many spheres in the community. When we hold a meeting in any region of the country, we must offer ALTA an opportunity to suggest local trustees and advocates to speak, to participate in panels, and to be honored for their service in ways more visible to the membership at large. We should also ask if there is local interest in having ALA leaders appear at functions (dedications, lectures, etc.) of particular interest to trustees. We must find more ways to show the ALA colors in the community where our best friends may want our presence to help them. Register for this summer's conference at www.ala.org/annual.

ALTA PLANS PRACTICAL PUBLICATIONS

The ALTA Publications Committee would like your help planning three new publications. These small booklets will be designed to answer questions that many library boards regularly face. The first three in the series will be:

1. *A Library Board's Practical Guide To Evaluating the Library Director*, Betsy A. Larson, editor (betsy.larson@abbott.com)
2. *A Library Board's Practical Guide To Evaluating the Library Board*, Nicholas Spillios, editor (nikos@telusplanet.net)
3. *A Library Board's Practical Guide To Hiring Experts (Consultants, Professionals and Contractors)*, Christine Lind Hage, editor (Christine.Hage@rhpl.org)

If you would like to work with our subcommittees to write one of these booklets, please contact one of our editors. Most of the work will be done online, and the goal is to have the publications finished by January 2007.

PERFORMANCE APPRAISALS

Despite their prevalence, only 6 percent of CEOs find performance appraisals to be useful, according to research by Washington, D.C.-based People IQ. Managers cite three main reasons for their dissatisfaction: Most systems fail to differentiate between high and low performers; are too cumbersome to use; and fail to provide relevant feedback for assessing how well

someone actually executes job tasks. Moreover, the research pointed out another conclusion: 88 percent of employees blame their low opinion of human resources at least partly on ineffective performance appraisals. (*Workforce Management Week* 7, no. 6 Feb. 5-11, 2006)

A SMALL PUBLIC LIBRARY

Each library has a distinct personality based on the population it serves. Rural libraries are especially unique as they often face distinctive issues. Rural America comprises 2,288 counties, containing 83 percent of the nation's land, and home to 21 percent of the population. Rural libraries face significant funding shortages, planning concerns and unease on how to implement and maintain technology.

Yet small towns are often very conservative and this may manifest itself in an unwillingness to accept new ideas. The library personnel and board members may share this conservative approach, as they see no reason to change the routines. One solution to this dilemma is the development of the board's skills with planning issues. Many state library agencies provide workshops and other educational training for board members. A board and the library staff must work together as a team to insure that the library plans for the future, uses its resources wisely, and becomes a community information center.

Planning and training can make a big difference. Jeffery City,

Wyoming came together when the town could no longer support the branch library. Volunteers hosted bake sales and advocated with local officials and property owners until the library was funded. Churchill County Library in Fallen, Nevada, saw an increasing number of new families and expanded their materials. The library developed a new five-year plan and is working toward a 4,000-sq.-ft. expansion. (Lauren O'Neill, "A Small Public Library and Its Community: Case Study of Churchill County Library," *PNLA Quarterly* 69, no. 4 [Summer 2005]: 12-13, 32)

A Library Board's Practical Guide to Finding the Right Library Director is a new book by the Public Library Association. This step-by-step manual will help boards define the skills they want their new director to have, prepare a recruitment plan, interview candidates and welcome the new director. The booklet is available through ALA's ordering department (1-866-Shop-ALA or 1-866-746-7252) and costs \$20.—Christine Lind Hage, PLA representative to the ALTA Board

ALTA ELECTIONS

ALTA has elections coming up this spring. Please vote online. Your vote *does count*. Statements for each candidate are included in your ballot. Additional information and photos are available online at www.ala.org/alta. Thank you to the quality community leaders and trustees who have consented to lead ALTA.

ALTA Program Schedule *continued from page 5*

hear speakers Judith Krug, Candace Morgan, and Atty. Helen Kohlman examine intellectual freedom issues as it has impacted libraries in the past, the present, and the future. Panelists will discuss issues that concern libraries and options available in today's world. Q & A will be provided.
Organizers: Ruth Newell and Mary Davis

Embracing the Community:

An Ongoing Romance

NOON-1:30 P.M.

SOS Luncheon

Session ID: 220346

The African proverb "It takes a village to raise a child" defines our program "It takes the library to embrace the community." Our program will give insight to programs, projects, and activities that will assist libraries for recruiting families to the library to explore our endless galaxy of in-

formation. How libraries are a beacon of light for the community. Our 2006 luncheon will not only please the appetite it will satisfy your imagination as well. Join us for the presentation of the 2006 ALA/ALTA Literacy Award. *Organizer:* Benjamin Coleman and Kim Johnson

Raise Your Advocacy Comfort Level:

The ABC's of Advocacy—Simple Ideas,

1:30-3:30 P.M.

Advocacy Program

Session ID: 220355

Learn simple strategies to increase your comfort level in advocacy develop and practice key messages for your library. Review new materials developed just for trustees and library advocates and learn how to use these materials effectively. *Speaker:* Pat Tavissa for Pat Tavissa Consulting
Organizer: Gail Dysleski

Over to You

A recent topic on one of ALTA's electronic discussion lists was about what the limitations or conflicts are on what an appointed trustee can do regarding advocacy or lobbying. While an elected trustee can be the voice of the public, an appointed trustee may face a conflict with the body that appointed that person.

- The library's charter may state in brief the duties of the trustees, and the bylaws may also allude to trustee duties. However, state laws are much more specific about advocacy and lobbying. Advocacy is a way to support and promote the institution and its goals and objectives.
- Elected and appointed trustees have, unless specifically prohibited, the duty and responsibility to advocate for their library. This is what trusteeship is all about.
- When trustees (elected or appointed) have to present a budget proposal to a municipal authority, that is not lobbying, it is fulfilling the trustees' fiduciary responsibility with regard to the funds necessary

for the library to adequately serve the community.

- It is the trustees' duty to do what they are appointed to—represent the community for the best interests of library service and follow the mission approved by the board and the city council. The price trustees might pay may be that they are not reappointed, but that was their job. Elected officials should expect no less than trustees doing what is best for the library. Checking local laws may help clarify your role. In Oklahoma, lobbying is by definition someone who is employed to influence legislation.

You can join the ALTA discussion list and tap into other trustees around the country. ALTA has created a discussion list for anyone interested in posting questions or learning more about issues affecting America's libraries. If you are a library trustee or advocate and wish to subscribe to the ALTA discussion list, just send a message to listproc@ala.org. Leave the subject area blank and in the body of the message type:

Subscribe ALTA-L [FIRST NAME] [LAST NAME]

Mark Your Calendar Important ALTA Dates

NATIONAL LIBRARY WEEK

April 2-8, 2006

NATIONAL LIBRARY WORKERS' DAY

April 4, 2006

NATIONAL LIBRARY LEGISLATIVE DAY

Preconference April 30

May 1-2, 2006

ALA ANNUAL CONFERENCE

ALTA Events

June 23-26, 2006

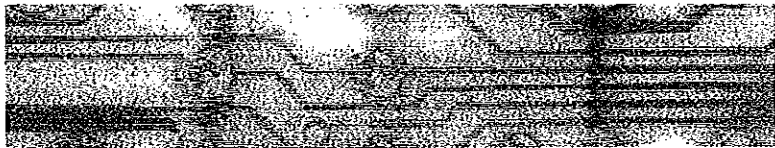
New Orleans

LIBRARY CARD SIGN-UP MONTH

September 2006

BANNED BOOKS WEEK

September 23-30, 2006



Ruth Newell, past ALTA president, and Helen Kohlman, New Orleans library trustee, enjoy the President's Reception in San Antonio.

A Special Invitation for You

You are cordially invited to attend ALA Annual Conference in New Orleans this summer. "We're ready for the conference and are excited that trustees are attending the conference to not only network and learn, but support our city," said Helen Kohlman, a trustee of the New Orleans Public Library. Kohlman attended the ALTA President's Reception in San Antonio to personally extend the invitation, passing out Mardi Gras beads and spreading the good news about the New Orleans' recovery efforts.

"The best thing that you can do for New Orleans is attend conference this summer," Kohlman said. Conference attendees will be given opportunities to volunteer in local libraries while they are in New Orleans.

Register for the conference at www.ala.org/annual.

Summer

deadline:

April 1, 2006

ALTA Voice of
America's
Library
Trustees &
Advocates

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The Voice is published quarterly by the Association for Library Trustees and Advocates and is available with membership in ALA/ALTA. Address membership correspondence to Kerry Ward, ALTA, 50 E. Huron St., Chicago IL 60611. Send newsletter information to Sharon Saulmon, 12228 High Meadow Ct., Oklahoma City, OK 73170; ssaulmon@rose.edu; (405) 736-0259

