From Seeds to Trees: Grow Your Own 21st Century Bilingual Librarian

A Manual

Santa Ana Public Library
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DEDICATION

This manual is dedicated to the youth of Santa Ana, California;
They are the reason this program exists.
While they are rooted here, the world is theirs for the taking.
ACKNOWLEDGEMENTS

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# OUR TREE RINGS

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When a busy public library has tremendous pressures to respond to the needs of a large Latino immigrant population, a key ingredient to a successful strategy is the strengths of their librarian team. Unfortunately, it is not easy finding qualified candidates for librarian positions and even harder to find bilingual-Spanish librarians that have the added benefit of knowing the community well and serving as role models. In Santa Ana, there was no alternative but to grow our own librarians. The success of this program led to the innovative three-year project called Seed to Trees: Growing the Bilingual Librarians of Tomorrow from High School Diploma to MLIS.

This unique program is a partnership between the Santa Ana Public Library and Orange County Reforma: a great marriage between a hard working public library that is stretched and challenged by more needs than it has resources and a national association that promotes library and information services to Latinos. Together they devised a strategy to recruit, hire, retain, and mentor 90 young people from Santa Ana in a three-year journey to introduce them to the library profession. The significance of this program's accomplishments is very meaningful to Santa Ana and serves as a great example for other Latino communities facing similar challenges.

Seeds to Trees took place at a point where the City of Santa Ana was facing its worst fiscal crisis in its history and considered declaring bankruptcy. During this time, one possible money-saving strategy city leaders considered was the elimination of the City's library system. The Seeds to Trees participants did their part by advocating the importance of locally-controlled public library services to a predominantly Latino community. The community rallied to the library, and city library services continue. The Seeds to Trees youth participants made the difference because they came from the community they serve, spoke Spanish, and were looked up to by the families that saw these young people as members of their own community demonstrating a viable pathway toward higher education, along with a willingness to give back to their community.

Aside from literally helping to save the public library from the budget crisis, Seeds to Trees also made an impact on the community's awareness of higher education opportunities, diverse paths toward workforce development, celebrations of art and culture, and the role civic engagement has in the improvement of the overall state of livability in the city. As budding librarians, the 90 youth participants showed through their actions that pursuing a college education is something that must be a high priority in a Latino community. They also showed through their own example that poverty, having no one in your family that has ever gone to college, and immigration status are not true barriers to individual and community progress.

The Seed to Trees story is one of a partnership that forms a "community of goodness," which is a term coined by one of our Seed to Trees high school participants, Victor Gudiel. Victor just
started as a freshman at the University of California, Santa Cruz despite a daunting laundry list of family and economic issues. This community of goodness is a network led by the Santa Ana Public Library that motivated and guided Seeds to Trees participants like Victor to link with the City's Recreation Centers, teachers, schools, the local Community College, city leaders, and the children and parents from the 64 neighborhoods that make up the Santa Ana community. The program used various tools, such as the Internet, government access television, the video camera, poetry, tutoring younger children, and art and cultural events to help participants forge these links.

The core ingredient to the success of the Santa Ana Seeds to Trees program was a group of inspired and committed professional librarians who shared their experience, mentorship, love of learning, and their sustained commitment to respect for all to a group of Santa Ana youth that have shown their town that their dreams are positive, real, achievable, and will pay dividends back to their community.

I believe the Seeds to Trees program is a brilliant example of creative programming and community building that fits ideally to the mission of public libraries in this country.

Gerardo Mouet
Executive Director
Parks, Recreation and Community Services Agency
Attracting and retaining young people from immigrant communities to the library field has been a problem that has grown with the immigrant population. The Santa Ana Public Library, with its 20 plus years of experience in a primarily immigrant community, has tried many methods. Finally, a few years ago, we began to see success, and to focus on the mechanisms that produced that success.

Our success is reflected in the demographics of our professional and management staff: All four of our Principal Librarians are from immigrant backgrounds, and three started as pages in the library at a young age. Our librarians and senior librarians follow the same pattern: Of our seven non-management librarians, four are from immigrant backgrounds, and three of these started in the library as volunteers, paraprofessionals, or clerical staff. Finally, the library currently employs nine students enrolled in MLIS programs, most of whom started at the library with no idea of pursuing librarianship as a career. We joke that no one who walks in the door ever goes out!

What are we doing right? There are several ingredients in the recipe. The first is the library’s commitment to community-centered librarianship. The current economic climate, combined with the changing nature of the profession, makes it hard to inspire young librarians of any background. The best way to do that is to insure that they are doing something truly meaningful, and that they know that they, personally, are instrumental in accomplishing that outcome. The Santa Ana Public Library makes it very clear to everyone employed here that we exist only to improve the lives of the people we serve, and that we are willing to try any new idea that might accomplish that. All ideas are listened to, whatever their source, and implemented on a pilot level if resources can be found anywhere to do so. Many of our programs were suggested by younger, non-professional staff, and implemented by that staff under the mentorship of more experienced staff.

The second ingredient is financial support. Young people from immigrant communities frequently cannot afford to devote too much of their time to volunteer activities. We have hired many of our young volunteers as pages, providing them with an income and an opportunity to learn the intricacies of the working environment in a protected and supportive environment. A surprising number of these have gone on to become clerks, paraprofessionals, and, finally, librarians.
The final ingredient, and the most important, is mentorship. The organization must provide a mentoring environment for its young employees. Many young people from immigrant backgrounds have been raised in a family-based support system that extends beyond the nuclear family. They are unused to and uncomfortable with the more formal and impersonal environment of the American workplace. Every employee of SAPL is encouraged to be concerned about the well-being of all of our young people. The circulation staff guides pages in learning work responsibilities, while remembering their birthdays and keeping up with their school activities and personal problems. This pattern is repeated at all levels in the library, with librarians supporting students, and management librarians supporting young librarians and librarians-to-be feeling their way into the profession. The professional world is a complicated and often daunting place, and young people from disadvantaged backgrounds often have no idea how to function within it, or whether they might ever have a real opportunity to do so. Providing the support that will convince them that this is possible is essential.

Our recipe turns out to be simple, but like many important things in life, not easy to accomplish. It requires that every employee of the library be a part of the process, and committed to it. We believe that the library profession is a calling, and that our colleagues are committed enough to that profession to take this recipe and use it to rejuvenate the libraries that must accommodate a new demographic in their communities.

**Implementing a Mentoring Culture**

Mentoring is a major component of our process. We have discovered that creating a nurturing environment for the development of bilingual librarians requires four essential ingredients: a supportive organizational culture, personal attention from mentors, a focus on developing a professional mindset and image, and an understanding of both the limitations and opportunities that their culture provides.

**Organizational Culture**

The foundation for successful development of young librarians from immigrant backgrounds is an organizational culture that is both flexible and supportive. Management must be completely committed to both goals and process, and involved as mentors to all levels of participants. It is vital to foster an atmosphere of creativity, in which failure of a program is regarded as a learning experience for everyone concerned, and the person responsible is encouraged to try again. Creative programming is an adventure, a leap of faith, and never a waste of time or resources. This process begins with encouraging the creation of new programs and extends through implementing them. Conscious of their lack of experience both in the profession and in the mainstream culture, our young professionals are frequently shy about putting their ideas forward, or about admitting problems when they arise. Openness to these ideas on the part of management is essential to engaging their interest and developing their self-confidence.
A basic approach to introducing young apprentices to librarianship has been to utilize them in the daily operation of existing programs such as storytimes, gradually increasing their level of responsibility until they are allowed to introduce and evaluate new “wrinkles” in the process. Later, participants were encouraged to try developing new programs themselves. The organization must be cautiously supportive, sensitive to the difficulties young librarians may encounter attempting to implement what can be complex programs for which few precedents exist. It is easiest to accomplish this by keeping initial trials small and manageable, concentrating on making ongoing adjustments to activities, and soliciting and listening to the community’s reactions.

An essential organizational commitment must come from administration. Immigrant youth do not have the option of long term voluntarism; they frequently contribute materially to the support of their families. The organization must be willing to hire young students as pages, to promote them to clerks, encouraging them to continue their education by adjusting working hours as they progress. Santa Ana has always found ways to do this, and reaped the benefits.

**Personal Attention**

Managers need to attend students’ celebrations and presentations, if only to be a cheerleader and express pride in participants’ accomplishments. As much as is possible, they need to visit programs created and managed by the participants and by their presence mark the importance of what each is doing. Indeed, it doesn’t hurt to be a chaperone on group field trips. The Library Manager participates in the program’s blog, responding to students’ comments about their activities and taking note of their problems and achievements.

It is especially important to provide personal support to graduate students who are managing or participating in the program. Several of our graduate students who were holding down full-time jobs while in school had academic problems that caused them to withdraw from their programs. The library manager and Principal Librarians rallied around, encouraged them, adjusted work schedules and helped them enter new programs where they are finding success. The path to a professional life is not one that most immigrant children understand or envision for themselves, and help is frequently required to keep them on that path.

Mentoring librarians and students participating in the program often involves insuring that they do not overwork, get the staff support they need to get the job done, and feel free to come to a manager for counseling, or just a sympathetic ear. For some, it may require “unconventional “ support as needed: clothing for job interviews, etiquette lessons for special event attendance, whatever else they need to smooth their way in a new world. Give very young participants jobs that raise self-esteem, as well as teach: conducting or assisting with workshops for other teens helps, as do opportunities to mentor younger children. Let them know they are trusted and are
doing something worthwhile. Mix these assignments in liberally with “library” tasks so that they learn to understand the scope of librarianship.

**Professional Development**

We have adopted the option of rotating all participants through each of the departments of the library to insure that they are exposed to all aspects of a library’s operation. In addition, they come into the mentoring circle of new people regularly, and this helps them to find the mentor that best suits their personality and circumstances.

As participants move through the program, it is essential to help them to feel professional: Take them to other kinds of libraries for tours; take them to professional meetings and encourage them to “present” what they are doing. They love the exhibits at big meetings and are treated with respect and listened to by others they meet there. We took all of our participants to ALA Midwinter in San Diego, ushering them through meetings with IMLS staffers to whom they talked about what they were doing. Some of our Management Interns (graduate students) and Clerks presented at the Reforma national conference in Denver and at ALA in Anaheim in June, 2012. There, they attended the Reforma Gala, attended workshops, and spoke about their experiences in the Laura Bush program before an enthusiastic group of influential librarians. Their confidence level rose after each experience. For most of these young people from immigrant backgrounds, the idea that they could not only fit it, but excel in such environments was an eye opener.

**Understanding the Impact of background and Culture**

Many children from immigrant cultures, especially those from Latin American countries, have grown up in a close extended family situation. They feel at sea in the businesslike environment of an American workplace where no one seems to care about you as an individual. This may be exacerbated by a lack of well-developed English language skills which limits their ability to communicate at a professional level, so that others do not give their ideas due consideration. They take refuge in silence. Everyone in the organization can help to overcome this by taking a personal interest in each student, by listening to them and helping them develop their ideas.

Students should be asked to write draft reports and press releases. Someone in the organization should be on hand to help one-on-one with editing. Several of our graduate students were asked to write applications for small grants, and one was awarded several thousand dollars to operate a bilingual book club for teens.

Santa Ana is a library whose community has many unique problems, and we see ourselves as community builders. Community centered librarianship as a natural for Latino youth. Their culture insures that they understand the concept of community as family to be protected and nurtured. It is vital to engage them with their community and to encourage them to become and/or develop future leaders. They must become mentors as well. This transition is facilitated
by matching participants with segments of the community they understand and identify with. At SAPL, we have tried to place Asian American students at the Newhope branch, which is located in a heavily Vietnamese community. Teens and tweens at our Jerome Community Center TeenSpace tend to be boisterous and athletic, so participants with athletic skills and interests have been assigned to programs there. Finally, teens at our Main Library tend to be a bit introverted and “geeky”, so participants who share their quieter interests operate programs there. This process has resulted in the steady growth of program participation at all sites, with new teens and their younger siblings drawn in by word of mouth. The Laura Bush “tutors” who run these programs have been successful in encouraging their charges to move gradually into more serious, educational programs, and to enjoy them. In the process, they have become mature and confident mentors who work and study to improve their programs.

Mentoring is a difficult concept to ground in reality. To a large degree it evolves in response to need, and varies with the mentee. However, teens and young adults of any background, struggling to become emotionally independent of their parents, need to find someone to care for and guide them. For young people from a culture and background that gives them little hard ground to stand upon in a new country, this need is multiplied many times.

Heather Folmar
Library Operations Manager
Santa Ana Public Library
FROM SEEDS TO TREES

FROM A SEED TO A TREE
Our Paths to Rooting Ourselves and Branching Out to the Community

Contributing Grant Participants

Santiago Avila – Library Management Intern
    Kevin Cabrera – Library Clerk
    Silvia Cisneros – Senior Librarian
Cheryl A. Eberly – IMLS Grant Coordinator/Principal Librarian: Young Adult Services
    Manuel “Manny” Escamilla – Assistant Librarian
    Heather Folmar – Library Operations Manager
    Irene Garcia – Library Services Assistant
    Marlene Guillen – Library Management Intern
    Elvia Hernandez – Youth Services Technician
    Michelle Loera – Library Management Intern
    David Lopez – Library Assistant
    Patricia Lopez – Principal Librarian: Adult Services
    Jose Mendoza – Library Clerk
Lynn Nguyen – Principal Librarian: Technology & Support Services
    Desirée Noriega – Senior Tutor
    Brenda Ortiz – Library Management Intern
    Beatriz Preciado – Librarian/W.I.A. Grant Coordinator
    Yvonne Rodriguez – Library Management Intern
    Monique Rosales – Youth Services Technician
    Martha “Cat” Torres – Library Management Intern
    Alma Valdez-Barragan – Supervising Library Services Assistant
    Lupita Vega – Principal Librarian: Youth Services
    Anh Vu – Library Management Intern
My name is Santiago Avila. I am 26 years old and have lived in the City of Santa Ana for the most part of my life. I began my schooling in the country of Mexico where I attended Escuela Popular in Sahuayo, Michoacan. In 1994 I started the second grade at Madison Elementary School in Santa Ana, California where I went on to complete my elementary education. I went to Lathrop Intermediate and then attended Century High School, where I obtained my high school diploma, with the California High School Exit Exam Accreditation.

In high school I had a 3.9 GPA and was chosen top 100 in the Santa Ana Unified School District. I was accepted to four out of ten University of California campuses and to California State University, Fullerton and Long Beach. Though I was very excited to receive these six letters of acceptance, I was not able to continue to a university right out of high school due to economic hardships that I had to endure. I did however continue my education at Santa Ana College. At Santa Ana College I graduated with three associate degrees, one in Business Management, Liberal Arts, and Political Science. As I worked and started to save I began to ponder the possibility to further my education. During my final year at Santa Ana College I applied to transfer to California State University, Fullerton, where I was admitted to the College of Humanities and Social Sciences. At Cal State Fullerton I majored in Public Administration; during the final stages of completion of my baccalaureate work I began to contemplate the furthering of my education and pondering the idea of enrolling in a graduate program. Being part of the Santa Ana Public Library’s Seeds to Trees Academy, I was exposed to the tremendous need that is out there for Latino Bilingual Librarians and therefore decided to apply to San Jose State University and enroll in their graduate studies in the School of Library and Information Science. Currently I am in the process of completing a Master’s of Library and Information Science degree.

Work experiences for me have been vast and I am forever thankful for all of the people that I have worked with and have taught me valuable skills. I began to work as a Receptionist at Saint Anne Catholic Church when I was a sophomore in high school. At Saint Anne’s I learned the basic office etiquette and other clerical abilities. I was hired after high school to work for the e-Business Academy program at Century High School, where I was a jack-of-all-trades; I was in charge of basic day to day processes to hands on work with the students. After leaving Century High School I had the opportunity to work in the accounting department for a tutoring company in Brea, CA, were I worked as an Accounting Coordinator processing payroll. Currently I am working at the Diocese of Orange and at the same time I am blessed to work at the Santa Ana Public Library, where I am able to work with people from all paths of life. At the library I have worked in various departments such as Adult Services, and Young Adult Services. I have helped implement various programs at the library that help enrich the lives of the residents of the City of Santa Ana.
Being part of Seeds to Trees Academy from its inception has allowed me the opportunity to see how libraries fill in voids that exist in our community by providing three main roots to the community which include: community responsiveness, mentorship, and library advocacy. As a member of the academy I have been able to experience all the three roots, in particular mentorship. By being able participate in a plethora of activities that have helped me enrich my life academically, professionally, and personally such as attending professional conferences. As a member of the Seeds to Trees Academy I have attended various conferences such as: the Reforma RNCIV in Denver, Colorado and other professional gatherings through California has expanded my ability to network with other professional members in the “library world” and these gatherings have permitted me to create bonds with fellow librarians, interns, clerk, pages, and other staff members that attend these gatherings. The Seeds to Trees Academy has allowed me to explore and work various library departments. Through the academy, I have been able to gain experience working in Adult Services, Technology & Support Services, Young Adult Services, and Youth Services. Working in every one of these departments has helped me understand all aspects of the daily operation of a public library and has sparked my interest in becoming a public library librarian.

Santiago Avila

FROM A SEED TO A TREE
Kevin Cabrera – Library Clerk

My journey to the Santa Ana Public Library started as a college student in search for an internship in an historical or archival setting for school credit. After a long search and no answers from other institutions, I received an interview with Manuel Escamilla at the Santa Ana Public Library History Room. I believe that I reminded Manny of a raw version of him, a student with a passion for history, the willingness to serve and help a community, and the unprofessionalism of long hair in a ponytail. As an intern, I conducted research requests for patrons and professionals, helped assist with their Oral Histories, transcribed and translated some
of the oral histories, created indexes for their Public Review Documents, and most importantly commenced my education and knowledge of Santa Ana. As my erudition expanded, I found myself becoming more involved in the city and it cultivating into an affinity for the history and culture of Santa Ana. My experience in the History Room led me to the basement of the library volunteering in the TeenSpace as a mentor for teenagers. I realized that blending my interest of Santa Ana history and mentoring at-risk youth I was in the ideal position at the library. I was inspired to apply for a Senior Tutor and was hired in summer of 2011.

As a Senior Tutor I headed various programs for the TeenSpace. I was in charge of Teen Baking in which every week the youth would bake a dessert in the kitchen. The program allowed youth to become acquainted with the kitchen and take on a different role of learning basic skills. The youth recommended desserts that they wanted to learn and in addition would take home recipes to share and learn their new skills with their families. I also assisted as a Co-Leader in the Teen Community Historians Program. The program engaged youth in their cities history and encouraged local participation in different organizations.

In October of 2012, I was then promoted to Library Clerk with Adult Services and History Room. As a Library Clerk I work Adult Reference assisting patrons with their requests for books, computers, or general information. In the History Room, I continued the same duties I had as an intern and also began to lead the Santa Ana Community Oral History Project. I also serve as the Library’s unofficial Curator for special exhibitions that are developed, planned, and implemented at the library. Additional duties I have as a Library Clerk include Collection Development for the 900s section of the library.

Currently, I am pursuing my Master’s Degree in Public History with an emphasis on Community History. Although, my educational background is not in Library Science, my two years of being part of the Santa Ana Public Library, especially working in the History Room, has made me realize the overlap in Library Science and History. After completion of my Master’s in History, I plan to enroll in MLIS program to further my education and knowledge in the library field.

Kevin Cabrera
My library experience began in 2002. I started working as a part-time Library Assistant under a Library Services and Technology Act (LSTA) grant. My job in the library was supposed to be temporary as the grant that I was working for was going to end within eight months. My plans were to return to a university and complete my teaching credential as I longed to teach Spanish in high school. One month before the grant ended, I was faced with a difficult decision; an opportunity to change careers presented itself to me. My supervisor and mentor, Jeannette Phan, told me about the need for bilingual librarians in California and how I could help the Hispanic community by teaching them about libraries and creating programs for them to learn. Knowing that I was lacking knowledge about librarianship, my supervisor offered me a tour behind the scenes of a library with the hopes that I would fall in love with what a library offered. In addition, I was promised a job in the Youth Services Department and an immediate Librarian position once I completed my Masters in Library and Information Science.

I joined the Youth Services team in 2003; I immediately started working with the community. It did not take long for me to realize that our community was uninformed regarding library service offerings. The community needed help to adapt to a new country and they needed programs that would make them feel welcomed to our library. My relationship with parents increased over time and I was given the opportunity to conduct a Spanish only storytime. As I was accepted to library school, my position changed to Assistant Librarian, and in 2007 I became a Youth Services Librarian. By that time, I gained much experience in creating and conducting programming for our community. I was conducting storytime for over eighty people a week, was in charge of the entire Spanish children collection, was traveling to Guadalajara Mexico, and was actively involved in a librarian’s organization. It was when I became a librarian that I also became a mentor. In 2008, I was assigned to work with the Youth Services volunteers that involved high school students. Many times, I encouraged them to pursue librarianship and other times just served as an advisor.

For the last three years, I have had the pleasure to work as a Senior Librarian and Learning Center Supervisor. In addition, I also had the opportunity to mentor many of the Laura Bush Grant participants. Michelle Loera, Brenda Ortiz, and Marlene Guillen have all learned from me about the importance of knowing their community. I also taught them all about collection development and programming. For the last eleven years, Santa Ana Public Library has given me the opportunity to grow into this profession and I hope for more opportunities to come. In the meantime, I continue to prepare myself for the future by attending conferences, taking part of leadership programs, be active in organizations, and stay connected with as many librarians as I can from nationally and internationally.
I am an immigrant. I came to the U.S. from Malaysia as a young teenager and struggled to adapt to American high school culture. Then I discovered education: I finished high school, completed college and a Master’s program in history. In 2001, I started working at the Santa Ana Public Library as a part time Senior Library Technician responsible for the operation of the Santa Ana History Room and its collection of local materials and artifacts. I was recruited for the position because of my background as a graduate student archival assistant at the Center for Oral and Public History at Cal State University Fullerton, along with my willingness to learn Spanish and pursue an MLIS degree. The Santa Ana Public Library had just received a grant to digitize 2000 historical images and needed someone with knowledge in local history, and at that time I had just completed my MA in history with a focus on local religious history.

My initial goal at the Santa Ana Public Library was to stay in the archives until I completed my MLIS, and then segue back into academia, fulfilling my long-time ambition to become a tenured university professor. All that changed when I encountered the young adults who volunteered in the History Room digitizing our collections. As I interacted with them, I began learning about
their struggles as first generation immigrant children trying desperately to navigate the American higher educational culture. I shared with them insights from my own experiences as a first generation immigrant youth attending college here, and found myself an unwitting mentor to these talented and dedicated young people.

Because of the effectiveness of this initial group of young adult volunteers and their dedication to the library, I was given the opportunity to be the volunteer coordinator for the Teen Library Club, then for the entire library. The result was that I was given the opportunity to take on the additional responsibility as the Young Adult specialist for the library as well. Suffice it to say, once I completed my MLIS, I stayed on at the Santa Ana Public Library, and took on the responsibility of creating the new TeenSpace at the library. My willingness to take on all of this additional responsibility, as well as changing the trajectory of my life, was driven by the group of amazing teen volunteers that I met in the Santa Ana History Room. From 5 teens, the program has grown to over 300 dedicated current and alumni members. About 95% of my staff is drawn from teens who have been part of the Teen Library Club, have completed or are in the process of completing undergraduate degrees, and/or are in the process of completing graduate degrees in Library and Information Science. All of them have a tremendous dedication to pay it forward, to help and mentor the youth of the city them as they have themselves helped and mentored.

These young adults were the impetus for my applying for the Laura Bush grant. Their dedication to public and community service, to help others navigate and achieve their ambitions in an unfamiliar terrain and their belief in the public library as central to that purpose was the driving force. I have always believed in pursuing a life of meaning and purpose, and I ardently believe that being a public librarian fulfills that for me on a daily basis. My experiences here have convinced me that the library as an institution is a place that has always and will always help others pursue this life of meaning and purpose. Because of that, I am grateful for any support or advocacy that keeps libraries vital and community focused.

Cheryl A. Eberly
I am the archivist for the Santa Ana History Room at the Santa Ana Public Library. I received my AA from Santa Ana College in 2006, a BA in History from UC Berkeley in 2008, and I am starting the second year of my MLIS at UCLA as an Inland Empire LEADS fellow. I have interned at the Emma Goldman Papers while at UC Berkeley, the Special Collections Department at UCI, and the Chicano Research Center at UCLA. With the aid of a 2008 McNair Scholarship, I organized an independent research project at the U.K. National Archives in London. As the archivist for the Santa Ana History Room I have concentrated on increasing the archives collection of historically underrepresented minorities and creating innovative youth outreach programming for the ‘Teen Community Historians.’ As a 2010 Eureka fellow I completed the “Our Lives Our History” project that helped youth volunteers collect 35 oral history interviews of recent immigrants from various states of Mexico. I am currently the Project Director for ‘The Raitt Street Chronicles: A Survivor’s Oral History’ and the ‘Santa Ana Civic Archive: Connecting Future Leaders to their Community's Civic Past.’ Additionally I serve as the Co-President for UCLA’s Student Chapter of the Society of American Archivists and am an active member of OC REFORMA.

The mentorship of Cheryl Eberly and Heather Folmar has been instrumental in keeping me moving towards my career goals and overcoming obstacles along the way. My involvement with the Eureka Leadership Institute provided me with a strong sense of professional ethics that has continued to guide my approach to library and archival programming. Their encouragement and investment has led me to invest much of my free time to the Santa Ana Public Library’s “Teen Community Historians” program in which I am able to mentor the next generation of library and archival advocates. Along the way I have learned that the future is truly what you make of it.

Manuel “Manny” Escamilla
FROM SEEDS TO TREES
Heather Folmar – Library Operations Manager

I am definitely the elder statesman here, and am proud of the way my younger colleagues have helped me to grow and change with the community and our professional world. I went to grad school in the 70s – Case Western Reserve University - and originally worked at Cleveland Public Library. I worked in serials management, government documents, and reference. When my family moved to San Diego, I worked in the Social Sciences Division of San Diego Public Library, reviewing SocSci books for all the branches and working the division reference desk. It was rewarding work and I liked it a lot.

Then my kids came along and I took a break from the profession for some 14 years. I sidled back into the library world as a part-time reference librarian here at Santa Ana Public, until, one day, my boss asked me to come on as a full-timer. This was about the time that our community began noticeably to evolve into the ethnically diverse place it has become. Maybe because I was a military brat who moved around a lot, inside and outside the U.S., constantly meeting new people and new situations, adapting to our new reality seemed easier to me than to some others. I discovered that my job had become a calling. Our new community really needed us to help them learn to navigate their new reality and their children needed help dealing with a generation/culture gap that was becoming a growing issue. One of the best ways to tackle this problem was to co-opt young people from the community and enlist them in the effort. So, we started raising our own librarians and the library’s traditional librarians and our young locals began mentoring each other. The older generation helped the youngsters to acquire the skills and knowledge they would need, and the young crew helped us to understand and serve our community.

This has continued as the profession changes to accommodate the realities of new technologies and their implications. As a team, we evaluate these new possibilities and adapt them to the particular needs and cultural circumstances of our community. It is an ongoing, dynamic and exciting process and I look forward to coming to work every day to see where it will go.

Heather Folmar
FROM A SEED TO A TREE
Irene Garcia – Library Services Assistant

My library experience began in 1981. I started work as a part-time Library Clerk for the Circulation Department. Throughout the 16 years, I’ve had the opportunity to cross-train in various library departments, including Technical Services and Bookmobile. During renovations or staff transitions, I was able to work at the Newhope and McFadden Branch Library. I was able to see how each library worked, meet new staff, and build rapport with members of the community. After 16 years of working part-time, I was hired as a full-time Library Services Assistant. It was in 2003 that I began to feel a sense of ownership for the tasks I performed. There was a shift in positions and Alma Valdez-Barragan, Supervising Library Services was responsible for the Circulation Department at the Main Library. As her duties increased, she trained her staff and allowed them to take charge of the work they performed. It gave everyone a sense of ownership and responsibility.

While Alma encouraged and mentored all her staff, she allowed me to be involved in decision making within the department. Under her mentoring, she provided me with guidance and training before giving me complete ownership of my responsibilities. I began assisting with training of the library volunteers and soon took over as Volunteer Coordinator for the Circulation Department. This was the beginning of new tasks that soon led to the mentoring and training of library Pages and during her absence, I step in to assist with the departments’ needs. This training and mentoring facilitated the process when I took part of the mentoring and training of all the Seeds to Trees Page participants during the three years. It was my responsibility to mentor and train the participants and offer them a general overview of what working in a library entails. I learned new skills, including scheduling and compiling timesheets, payroll, and worked closely with Librarians in other department to coordinate cross training during the grant program. It was a great experience.

Irene Garcia
FROM SEEDS TO TREES

FROM A SEED TO A TREE
Marlene Guillen – Library Clerk

Working with children has always been my passion so I decided to obtain a degree in teaching because I felt like that was the only career path that will allow me to work with children. In June 2010, I received my Bachelor’s degree in Liberal Studies, in hopes of becoming a teacher. I took a break from school to decide if I really wanted to pursue a career in teaching. My friend has been working in libraries for many years and told me about the Library Clerk position at Santa Ana Public Library. He encouraged me to apply because he knew how much I love working with children. My understanding of libraries has always been that it’s a quiet place for research and reading, before applying I took a tour at a local library and interviewed the children’s librarian. The interview and tour broadened my understanding of the library profession. I applied and was hired August 2011 as a Library Clerk in the youth services department under the Laura Bush Grant.

The youth services department staff was very welcoming and helpful. My mentors included Lupita Vega, Principal Librarian for the Youth Service Department, Silvia Cisneros Youth Services Senior Librarian and Michelle Loera, Youth Services Management Intern. I learned about special programs and events from Silvia Cisneros. I observed her throughout the planning of the programs and was a part of each successful program. I observed Michelle Loera when she conducted Spanish Storytime; I learned how to prepare for storytime and the basic steps to conduct storytime. By observing and learning from my mentors I have been able to better serve our patrons and the community needs. I have also mentored new hires and volunteers; they helped me with the preparation of storytime.

I really enjoy working at the Santa Ana Public Library; it has been an incredible learning experience. Serving the patrons and our community gives me such joy that I decided to pursue a career in librarianship. I will be enrolling in Library School through San Jose State University. I hope to learn new skills and information which will help me better assist patrons and our community.

Marlene Guillen
FROM SEEDS TO TREES

FROM A SEED TO A TREE
Elvia Hernandez – Youth Services Technician

Twenty-six years ago, I first walked into the Santa Ana Public Library, with the intention of volunteering to earn extra high school credits. I had no idea what my long term plans were going to be. After volunteering for six months as a part-time Library Page, I was hired and worked in this capacity for four years. As a Library Page, I was introduced to the Dewey Decimal System, but more importantly to the value of books and reading. After four years, I was promoted to the position of Library Clerk. Earning a bachelor’s degree further opened the doors for me to promote to my current paraprofessional position at the Santa Ana Public Library of Youth Services Technician in the Youth Services Department.

My library experience has included working both at the Main Library and at two of its branch libraries. Working at these library locations has helped me acquire many valuable library, computer, and customer service skills and this experience has further supported my passion for working in a service career. As a Youth Services Technician, (this title was originally called Library Technician), my duties have included the planning and implementing of a weekly Bilingual Storytime, the coordination of the division’s volunteers, and arranging for special program entertainment, planning and preparation of displays, exhibits, and posters used for information and publicity purposes and conducting computer workshops. I have also been involved in outreach services by presenting library orientations, programs and promotions for reading.

I am currently pursuing graduate studies at San Jose State University, San Jose. As an educated female Latina librarian, I want to represent a small segment of the population that is under-represented in the field of Librarianship. Becoming a Spanish-speaking librarian would allow me to reach out to the Latino population in cities like Santa Ana which have a large Latino non-English speaking community. Currently, I have reached out to the Latino community through my involvement in various outreach efforts.

I am currently enrolled in the School of Information and Library Science at San Jose State University where I am pursuing an MLIS degree. I am a first generation Mexican-American who strongly believes future generations should strive to do as well or better than the previous generation and should contribute to the advancement of the society as a whole, and it is my belief that with a Master of Library and Information Science degree I can succeed at this goal.

Getting to where I am hasn’t been easy and I could not have done it without the help of a few mentors. The Orange Reforma leaders have been my role models and inspiration. I have attended several personal growth workshops where I have been inspired by the speakers to strive for the obtainment of leadership skills. I also attribute the learning of library skills that I possess to the opportunities my supervisors at the Santa Ana Public Library have given me. I have been granted many on the job training opportunities and these have helped me growth and become who I am today.

Throughout these years, I have also mentored several young people in various library positions both in paid and non-paid positions. There have been many opportunities to mentor young
people at the library but, I will only mention one individual, a young man who walked into the library requesting to volunteer at the library. His name is Jesus Lopez. He has blossomed from a quiet and shy, yet very intelligent individual. Jesus stands out as a volunteer and as a Laura Bush participant, he possesses an outstanding work ethic and has demonstrated an eagerness to learn. When he is given an assignment he is quick to learn the task and goes beyond what is expected to do his best. Jesus has become more assertive and continues to strive to do his best in all he does.

Elvia Hernandez

FROM A SEED TO A TREE
Michelle Loera – Library Management Intern

My Journey to the SAPL came during a period of unemployment in the winter of 2010. I first began as a volunteer in the Teen Space and came in once a week to assist with Teen Space related activities, such as fundraisers, organizing the office, or helping the Friends of the Library. These volunteer opportunities allowed me to explore working in different areas of the library, as well as enabled me to meet different people who were very important in my growth and development within the Santa Ana Public Library.

From there, I applied for a position in the library’s Learning Center and was hired in April of that same year. Working in the library’s Learning Center was a very rewarding experience as it allowed me to get to know the children and families that frequent the SAPL on a more personal
level and gave me the opportunity to provide tutoring and mentoring services for many youngsters.

The following winter I was hired under the Laura Bush grant and began as a Library Clerk. A year later I was promoted to my current position as Management Intern. As part of the Laura Bush program, I have had the opportunity to explore the librarianship profession and attend several important career workshops and fieldtrips, such as taking part in ALA conferences and touring the Getty Museum.

Several people who have helped me along the way include Cheryl Eberly, the Young Adult Librarian who first assisted me as a volunteer, and Lupita Vega, Principal Librarian for the Youth Services Department and my current supervisor, who has been a constant source of support and inspiration. Other people who have also assisted and mentored me include Milly Lugo, Silvia Cisneros, (Senior Librarian-Youth Services) and Lynn Nguyen, Principal Librarian- Technology and Support Services.

I have also mentored new hires and volunteers who are interested in pursuing a career in Library Services. I have prepared for the future by enrolling in Library School through San Jose State University and am currently pursuing my Masters in Library and Information Services. Through continuing my education I hope to learn new skills and information that will help me become a librarian and better assist the patrons who come to our library.

Michelle Loera

FROM A SEED TO A TREE
David Lopez – Library Assistant

I grew up as a library kid. Many of my relatives worked for the Santa Ana Public Library so I found myself visiting almost every day. I would arrive right after school and stay until the lights went out. I participated in programs, received tutoring, read, explored, and grew up…at the library. After graduating high school I went on to follow my passion of film as a screenwriter in Chapman University’s Film School. Here I was exposed to the many great aspects of the film industry and I continued to fall in love with the world of cinema. It was during this time that an
opportunity presented itself to work for the Santa Ana Public Library. For me, this was perfect. I would be returning to a place that I called home and a place where I could help balance myself through all my school work.

After I received my Bachelor’s Degree from Chapman, I began work on my Master’s at the University of California, Riverside (UCR). At this point in my life, I had already started to receive advice from my mentors at the library. Many of who I considered my coworkers were becoming my friends. They were giving me advice and exposing me to what my life could be like if I were a library professional. During my years at UCR I didn’t think about pursuing an MLIS. I was focused on my MFA and wanted to become a writer and finally be the artist I always wanted to be.

Somewhere along the way, the Santa Ana Public Library received the Laura Bush 21st Century Librarian Grant and recruitment began for the next, young, eager librarian in our community. It was right there, in front of me, and I still wasn’t budging. I don’t know quite what it was, but I knew that during a trip to Peru, in Summer 2010, I finally made the decision to give the MLIS program a try. And what can I say…I fell in love, again. The MLIS program at San José State University opened my eyes to the immense possibilities that are available for a librarian. I felt that rush that I felt when I first stepped in to film school at the age of 19. I was learning so much and I was growing in a career that had been right before my eyes this entire time.

I completed my MLIS degree from SJSU in May 2012 and have continuously worked in public and school libraries. I am in love with this profession and the flexibility, innovation, and creativity it offers me every day. Along the way I have met some amazing colleagues, many of whom I can call friends. Likewise, I have helped mentor dozens of teens who are now on their way to being professionals and academics as well. I am thrilled to come to work each day and share the knowledge I have gained in fields outside of the library. Here I can truly combine all my passions and be the person I feel I was truly meant to be.

David Lopez
FROM A SEED TO A TREE

Patricia Lopez – Principal Librarian (Adult Services)

I am the Principal Librarian for Adult Services at the Santa Ana Public Library, with over 20 years of library experience. I have a B.S. in Human Services from the California State University, Fullerton and received an MLIS from SJSU in 2001. I work closely with the Spanish-speaking community, I have developed programs for patrons ranging from babies to adults, and have also done extensive community outreach. While working for the Youth Services Department, I also had the opportunity to attend the Guadalajara Book Fair. Together with my colleagues, I have developed a series of computer classes that help the Spanish-speaking community effectively bridge the technological divide.

Patty Lopez

FROM A SEED TO A TREE

Jose Mendoza – Library Clerk

It all started with a group of rag-tag teens, two librarians and a trip to Six Flags Magic Mountain. It was the year 2000 I was 12 years old and looking for something to do in the afternoon. I was told by a friend of mine that the Santa Ana Public Library was starting a teen club and the first meeting was coming up, so I decided to attend. It was at this first meeting that I met Jeanette and Miriam, our teen club advisors and the first librarians I became friends with. They told us about all of the volunteering we would be doing, the people we would be helping, the fun we would be having and a trip to Six Flags to commemorate the start of the Teen Library Club. Of course after the trip to Six Flags our group of rag-tag teens became a small group of rag-tag teens but
this small group did lots of volunteer work, visited many book fairs, was put on the radio and eventually grew larger. By 2004 the original Teen Library Club members had all but gone and our leadership had changed, we were now under the leadership of Cheryl Eberly, my current mentor. It was thanks to Cheryl that we saw the birth of TeenSpace in 2009 and a new TeenSpace formed at the Jerome Community Center. Working with Cheryl I had been given the opportunity to mentor some great youth. A few to note would be Pablo Montoya, who had learned personal responsibility and to appreciate his education, and Jose Gonzalez who learned that it is o.k. to ask for help in school. As for the future I am looking toward library school as a back-up plan, I would like to be a librarian someday, but for now having spent most of my life in a library I want to explore other options.

Jose Mendoza

FROM A SEED TO A TREE
Lynn Nguyen – Principal Librarian (Technology & Support Services)

My name is Lynn Nguyen, and I’m a Principal Librarian at the Santa Ana Public Library. I have the pleasure of managing Technology and Support Services that includes overseeing the Circulation and Technical Services, managing the library’s electronic resources, designing and updating the agency’s website, supervising Adult Computer Labs, and implementing technology related projects.

In addition to my current duties, when the Library merged with the Parks, Recreation, and Community Services agency, I took over responsibility of managing the City of Santa Ana’s government access television Channel 3. Working with the City, I create content for the bulletin board system using Scala software. I also supervise and mentor staff members on video projects and help to set the directions and goals for Channel 3.

I have been working at the Santa Ana Public Library for more than 12 years. I started out as a Library Page working in the Circulation Department during my sophomore year in college.
While working at the Library, I met several librarians who encouraged me to pursue a career in library science. It was the best decision of my life. In 2005, I completed my MLIS degree. Education has always been very important to me. After completing my MLIS, I decided to enroll in the Masters of Public Administration while working full-time. This is why I think it is important for the Laura Bush grant participants to gather all the information that they need in order to make an informed decision for their career. The Laura Bush grant program offered these young people training opportunity in Youth Services, Adult Services, Young Adult Services, and Technology and Support Services.

As a mentor for the Laura Bush grant program, I’ve had an opportunity to mentor some very bright young people who are eager to serve their community by learning new skills and continuing their education. While under training in my department, I had an opportunity to share with them what my department does. I hope this will provide them with the information to help them select an area of specialty in the field of library science.

I started out my career as a Library Page, and now I’m a Principal Librarian. At each of my transitions, I’ve identified the skills set that I needed in order to develop and took initiative either through schooling or self-learning to get where I am today. I don’t know what the future will hold but as of right now I’m very happy with what I do. I think I am one of the few lucky people who really enjoy what they do.

Lynn Nguyen
Desirée Noriega is a Senior Tutor at the Santa Ana Public Library TeenSpace. At the TeenSpace, she helps lead the Reading and Art Buddy Program at the Jerome TeenSpace, she lead the G.E.D. program at the Santa Ana Public Library, assists in tutoring, and she mentors WIA students and youth on a daily basis. Desiree Noriega’s educational background includes a B.A. in Drama with a minor in Educational Studies from the University of California, Irvine. She recently earned her M.A.Ed. in Instructional Leadership and her Preliminary Multiple Subjects Teaching Credential from Argosy University. As a former TeenSpace member herself, Desiree Noriega enjoys mentoring, educating, and leading youth at the TeenSpace as she once experienced as a teenager under the supervision and guidance of Ms. Cheryl Eberly, Santa Ana Public Library Principal Librarian.

Desirée Noriega

In 2011, I received my Bachelor's degree in Human Development, completed an elementary library internship, and enrolled into San Jose State University's online Library and Information Science program. Two months into my first semester in graduate school, I was hired as a Library Clerk for the youth services department at the Santa Ana Public Library under the Laura Bush Grant. This opportunity has broadened my understanding of the library profession and the need to provide exemplary services to a community that is need. The entire library staffs, especially the youth services department, were very welcoming, patient, and helpful through my learning process. My mentors included Lupita Vega and Silvia Cisneros. By observing and learning from my mentors, I have been able to mentor volunteers for special programs and events. I scheduled and instructed volunteers for a face painting activity that was included in the library’s annual “Día de los Niños/ Children’s Day” event. My experience working at the library and pursing my MLIS have equipped me with the skills necessary to provide exceptional service to the
Living within walking distance from the Santa Ana Public Library, I was a frequent visitor during my early childhood years. I have fond memories of coming to the library and searching for books and tapes in the children’s area. In the sixth grade I was impressed by the amount of assistance received from library staff and the abundant resources available, while completing a major science project. Once I entered High School, however, I felt I no longer needed to visit the library. Years later, during my freshman year at California State University Fullerton, my home was being renovated and I desperately needed a quiet, study place therefore I found myself back at the library. I visited the library on a daily basis and brought my younger sister with me so that she would also have the opportunity of completing her homework in such environment. One evening, a Library Page that I had gotten to know based on his shelving area assignment, informed me of an opening and encouraged me to apply. The next day I called the library, submitted an employment application, was selected to interview and in January of 2005 I was hired as a Computer Tutor for the Adult Services Department.

Nearing the completion of my Bachelor’s Degree from Fullerton, I began exploring graduate programs that would allow for growth on a personal and professional basis. At the Santa Ana Public Library I found myself to be around resourceful professionals who were fully committed to providing invaluable services to the community. I voiced my interest in pursuing a degree in Library and Information Science to my then supervisor, Patty Lopez, and she provided me with the information needed as well as connecting me with a number of Mentors to assist me in the successful completion of the graduate program.

In the fall of 2010 I commenced my graduate studies in the field of Library and Information Science at San Jose State University. During this time, the library received notification of being selected as one of the Laura Bush 21st Century Librarian Grant recipients. As part of the Laura Bush grant program, I was given the opportunity of becoming a Clerk and cross train in various community. I hope to continue learning more about library services as I continue my educational and professional career.

Brenda Ortiz

FROM SEEDS TO TREES
library departments learning methods, information, and available services to better assist the patrons we serve. In May of 2012 I completed my library degree with a 4.0 GPA and have been invited to be a member of Beta Phi Mu, an International Library and Information Studies Honor Society. Because of my educational accomplishments and work experience, I have been fortunate to work for various public libraries. In particular, I have recently been promoted to a Librarian position at the Santa Ana Public Library for the Young Adult Services Department. I can attribute my educational success and career opportunities to the Laura Bush 21st Century Librarian Grant. Additionally, the tuition reimbursement component allowed me to continue my studies as a full-time student and earn my graduate degree within two years.

Throughout the years at the Santa Ana Public Library there have been a number of individuals whose mentorship, guidance and support allowed me to reach this point. All of my colleagues have encouraged, assisted and/or have given me the opportunity to apply my newly acquired skills. I am fortunate to be able to mentor youth enrolled in the media arts program and also students en route of completing the MLIS degree.

Beatriz Preciado

FROM A SEED TO A TREE
Yvonne Rodriguez – Library Clerk

My journey to the Santa Ana Public Library began in 2007 when I was looking for a job and one of my high school friends was working at the library, she told me that they were hiring and I applied. A few days later I received a phone call to attend an interview; I was very excited about working at the library. I attended the interview and it went well, then I was informed that I was hired, I was very happy. I was first hired in 2007 as a library page. I was a library page for one year and then I was promoted to library clerk. I was very grateful that my friend had recommended me for this job and I was excited to work together with her, like in high school. Everyone at the circulation desk was very nice to me when I first started working, they helped me if I had any questions, and my supervisor Alma Valdez-Barragan was very patient with me while in training and she has been a good role model for me. She has been a good mentor for me because she is going to school herself; she works full-time, and has her own family to take care of. Then in 2010 the library received the Laura Bush Grant and I became a member as an In-kind Library Clerk. It has been a great experience being part of the Laura Bush Grant. Alma has
taught me to not give up and she encouraged me to attend library school. I am currently attending library school at San Jose State University and my goal is to become a Youth Services Librarian. Sometimes when I feel stressed out because of school I come to her and she tells me “Yvonne, everything at the end is going to be worth it”. I believe in what she tells me and realize that it will be worth it when I’m done with school and become a librarian. Reforma has also been a mentor for me by inviting me to their events and having good guest speaker who have gone through a long journey as I have and set the example that I can do it, too. They encourage me to continue my education in order to succeed and accomplish my goal of becoming a Youth Services Librarian.

Yvonne Rodriguez

FROM A SEED TO A TREE
Monique Rosales – Youth Services Technician

I feel so much fun I when I am with a patron and we find what they’re looking for or when I share something that truly illuminates their path. I saw “us” because that’s what I consider the essence of the library profession: “us,” the user and the information professional. There is no library without the user. The synergy that exists between the user and the guide is what drew my attention as I worked, literally, above this world.

I was on a clerical/administrative career path when I arrived at Santa Ana Public Library. What brought me there was the opportunity to work in the administration office as a Secretary to the Library Director. My duties entailed providing administrative support to the Director as well as to the Library’s Management Team in library operations. My job duties included helping with the clerical processing of the library’s budget, its grants, worker’s compensation, the agency’s monthly report, and as well as performing secretarial duties for the Library Board and the Friends of the Library. I assisted in Building Maintenance processing as well as the booking and upkeep of the library’s meeting room as well as processing of the petty cash. I also assisted as a
backup to the payroll processor and became the agency’s primary processor of payroll / personnel records towards the end of my time in administration. In addition, I supervised other clerical staff.

My mentors included Margaret Jean Owens, the Library Services Manager, who would constantly encourage me to finish my Bachelor’s Degree and obtain my Master’s Degree in Library Science. She saw that I enjoyed working with people and that much of my professional experience paralleled what was required in the library field. I am also fluent in Spanish and she emphasized the need for qualified staff to serve the information needs of our monolingual and limited English speaking community. I made the decision to pursue the public side of the library professional and dedicated myself to my studies. I obtained the position of Library Technician (now called Youth Services Technician), and it was during the first years of my tenure in the Youth Services Division that I completed my degree in English from the University of California, Irvine.

One of my other mentors was Angie Nguyen, who encouraged me with my studies. It was she who made it possible to arrange a schedule which would allow me to attend school, and I will be forever grateful to her for that. Once I obtained my Bachelor’s Degree, I began studies for a Masters in Library Science, but I am currently not pursuing the degree. Although I am not studying in a Master’s program, I have taken what I have learned during my Master’s studies and used this knowledge to enrich my work. I feel that my undergraduate degree serves me well in assisting patrons find all kinds of literature. I also feel that my degree serves me well in considering what critical thinking skills will be necessary to complete some assignments, and this guides me in helping them to select the best materials possible.

Monique Rosales

I work in a field which I enjoy immensely. I find it wonderful to serve families at Santa Ana Public Library. I feel very happy when I serve someone who is visiting a library for the first time in their lives. It’s edifying to meet people who are not aware of the many services the Santa Ana Public Library offers. I feel the Santa Ana Public Library offers programs and services any library would be proud of. I feel very happy that we can provide the materials and resources
necessary to prepare our youngsters for their life’s journey. We coach families while championing education and life-long learning. It’s my mission to make our visitors feel welcome and empowered when they visit our library.

FROM A SEED TO A TREE

Martha “Cat” Torres – Library Management Intern

I began volunteering for the Santa Ana Public Library in 2008. I was offered the opportunity to run a Reading Buddy Program which entails a lot of mentoring working with children and young adults. I accepted as I was mentoring foster youth at a non-profit and I also understood the Latino children population in regards of not getting the consistency they need in their education because their parents are busy, tired and are just trying to survive. I have always wanted to become a teacher or some type of leader that will encourage and mentor many children and youth along my journey, and share my many experiences with those that cross my path. I take great joy in sharing those experiences with all the participants and young adults at the public library. As I finished my bachelor’s degree in 2009, I was encouraged by the young adult Librarian to obtain an MLIS from San Jose State University. Through my experience of voluntarism and working part-time as a senior tutor I was able to experience what libraries are about and what they provide. I began the program (MLIS) at San Jose and was able to apply the many things I learned to my job as a mentor and working with children and teens. To me this became an entirely different priority that had become the center of the Library’s mentoring approach in our library. Following the library pattern of mentoring, the library has invested in deep relationships that equip a new generation of leaders, rather than being driven by the measurable projects that can consume us.

I have had many mentors throughout my college experience, but it wasn’t until I began volunteering and working at the library that I saw my purpose in life. I automatically felt that Librarianship was for me as it included everything I wanted to do, from running programs and teaching to providing mentorship to many. I hope this manual will help change how libraries and other organizations perceive mentoring and will increase their understanding of their own responsibility to mentor to the next level. That is why we creating this manual and stressing the importance of mentoring in the lives of all of us who are in contact with our young. Beyond building and proving programs and a safe environment for the community, there is nothing more far reaching lasting that libraries can do than investing in the future leaders of that community. As I began my education path and advanced in my career, I have had many mentors.

At the Santa Ana Public Library I was not assigned to a formal mentor. However, all of the Laura Bush staff was encouraged to actively identify individuals we trusted and respected and to reach out to them for advice, regardless of their location in the library’s organization chart. As I rotated through the Laura Bush phases, my experiences working at each department in the library as a Library clerk gave me the experience to see the different skills and strengths each Principal Librarian possesses. I was able to work with many mentors at the library and each gave me
different viewpoints from the perspective of their expertise and experience. In turn, I have mentored many teens and young children and parents since I began working with the Santa Ana Public Library.

Mentoring is a valuable tool to aid personal and professional development. To me mentoring is a process that focuses specifically on providing guidance, direction, and career advice along with the coaching needed to enhance a mentee’s self-confidence. I am prepared for the future because I can continue mentoring many others and also bring this skill to any organization that I am part of. All in all, I feel I will be prepared in the future to:

- Help new patrons/employees
- Create a knowledge sharing environment
- Develop a mission that contains a mentoring component
- Help others accelerate their careers
- Work and communicate with others
- Advocate for libraries and for my community
- Apply for grants
- Fund raise

If we can grasp the challenge of Seeds to Tree’s symbolism in mentoring a young person from a seed to a tree, investing in the younger servants of our community will become a high priority in creating a better future. As for me I will continue mentoring and committing myself to making an investment in a better future.

Martha “Cat” Torres
In October 1990, I was hired as Page at the Newhope Branch Library. As a Page, I gain a general understanding out the library world that set the foundation for many other opportunities. I learned new skills and was trained and mentored by wonderful librarians: Alice Rios, Nancy Montgomery, Ana Maria Schiavi to name a few. I learned to shelve using the Dewey Decimal system as well as alphabetically, and was introduced to other tasks. After a few years of paging, I was promoted to a Library Aide. During this period, I to transition into the public Circulation desk and continues working as a Page. A few times I was asked to train other Pages and assist at the Main Library, McFadden Branch Library, and the Bookmobile when they fell short of staff. It was in 1998 that I was promoted to Library Services Assistant and within that year was promoted to a Supervising Library Services Assistant.

Throughout the years I have had the opportunity to work/mentor many employees and volunteers and have seen many employees grow academically and professionally. Volunteer have been given basic training that allows them to obtain an entry level job at the library. I have worked with Lynn Nguyen, Principal Librarian; Manuel (Manny) Escamilla, Library Archivist for the SAHR, and many other library employees. I recall training Lynn Nguyen at the McFadden Branch Library as a Page and introducing her to the library collection. She continued to pursue her education and is currently my supervisor. Manny worked as a Library Clerk for a few years at the Main Library’s Circulation desk and shared an interest for history. Manny left to continue his education at UC Berkley but continued to return to work at the library during the summer and winter breaks from school. Currently, Yvonne Rodriguez - Library Clerk, took part in the Seeds to Trees Academy and is pursuing an MLIS degree. Lorenzo Ortega, Library Assistant and former Circulation Library Clerk completed a certificate in Library Technology at Santa Ana College. Nancy Hernandez, LB Page was introduced to the library during her participation in the program. She began assisting Manny in the Santa Ana History Room and became interested in archiving. While still paging, she found the time to volunteer her time and assist Manny with the historical documents and pictures. She graduated from college and is currently pursuing a degree in History from UC Davis and continues to work as a Page during her summer/winter breaks from school. Working around their school schedules, internships, and see them graduate is very gratifying to me. Although many employees do not follow the library path, the fact that they have succeeded academically is awesome. Edgar Ramirez – Library Clerk and LB participant started as a volunteer at the library since he was 12 years old, hired as a Page at 16 years of age, and was promoted to a Library Clerk and is continuing his education in Computer Technology. It has been very rewarding to me to see the many individuals who have succeeded and come through the Circulation Department. When employees come back and say how grateful they are for the flexibility and learning experience at the library, it gives me a sense of fulfillment.
Throughout the years, I had supervisors and co-workers who have encouraged me to return to school. After being away for many years caring for my family, I decided to return to school and give myself the opportunity to grow professionally. I am currently enrolled part-time at CSU, Fullerton and I hope to complete my B.A. in Human Services. I have been encouraged to pursue a MLIS degree. This will also allow me to grow professionally and continue mentoring volunteers, Pages, Library Clerks, and most importantly serve our multicultural community.

Alma Valdez-Barragan

FROM A SEED TO A TREE
Lupita Vega – Principal Librarian (Youth Services)

I was born in California and have lived in Santa Ana for most of my life. Santa Ana is my home and I am committed to providing quality service to everyone who is part of it. I received my Bachelors in Liberal Studies and completed my Masters of Library and Information Science (MLIS) from the San Jose State University program.

As a child I recall visiting the library on Saturdays. Never did it cross my mind that years later, I was going to start a career at the Santa Ana Public Library. Since I can remember, library staff has always been welcoming and have shown an interest in getting to know their patrons and their needs. My career interest was always to become a teacher. One of the clerks, knowing my career goal encouraged me to apply for the city’s Summer Youth Employment program in the summer of 1998. The library was hiring tutors and I was lucky to have been hired. Years passed and in 2003 one of the librarians in the Children’s Library approached me and asked, “Have you thought about becoming a librarian?”. Even though I worked in the library I never really thought about becoming a librarian. She really encouraged me to explore the possibility and after talking to other librarians and the supervisor of the Children’s Library, I realized that librarianship was what I wanted to pursue. In 2004 I was given the opportunity and was promoted to Assistant Librarian. After completing my MLIS in 2006, I was hired as a Librarian and after years of being
mentored by knowledgeable librarians, since 2009 I have been managing the Youth Services division of the library. Now that I am in this position and have experienced firsthand the value of mentoring, it is my turn to give back and mentor our future.

I came across people that were valuable mentors and who truly believed in me. When Cheryl Eberly came with the idea of submitting a grant with the goal of mentoring and growing our own librarians it felt just right. It is what Santa Ana Library staff has done for years and it is what staff does best. As supervisor of the Youth Services department, I have had the opportunity to directly mentor Michelle Loera, Marlene Guillen and Brenda Ortiz. As mentors we have the power to help guide youth in a direction that leads to productivity. Why mentoring? Because mentoring works.

Lupita Vega

FROM SEEDS TO TREES

Anh Vu – Library Management Intern

Taking a step back, my journey to the library and where I am now has been an interesting one. It all started in the summer of 2008. I was fresh out of high school and looking for a part time job. Although I was a recent high school graduate, I had accumulated enough college credits to be considered a junior in any college institution. This meant that I could transfer to any school and finish my upper division courses. It seemed like I was destined to graduate at the end of 2010. But in truth, I had no idea what major to pursue. After all that preparation in high school, I was at a lost to what I wanted to do for the rest of my life. It was tough to decide so I did what all graduating high school seniors did. I took a break. I decided that for the summer I was going to work part time and enjoy the summer. My goal was to get an easy job, make some spending money, and think about my career path in the fall. Even with the best laid plans, one can never expect everything to go according to plan.
The door was large and dark in color. After so many job applications, I had finally secured a job working for the city of Santa Ana. "Tom", my first boss, would be an important mentor. I would learn about his line of work and video production as a whole. We would work on recording and filming council meetings and special events. During these events, I would work in the background learning about different methods and techniques related to audio and video capture. My interest would stay in the video production field for most of my college career.

In the early parts of 2011, opportunities to improve my skills would emerge. I was hired by the Santa Ana Public Library to help shoot, produce, and edit videos for many of their programs. This was an excellent opportunity to expand my work with the city and especially with the library as work on many projects. I would find that I not only would I have a chance at improving my skills in video production but that I would find a new career path within my job. After graduating from college in 2012, my boss and mentor, "Cheryl", had a small but important conversation with me. A spot had open up in a program dedicated to providing opportunities for staff members to attend library school. I was original not interested in library school. It was worlds apart from my dream career of working in video production. But as I look more and more into library school, I was intrigued by its studies of technology and library applications. My interest steadily increased as I planned for the next few years of my life. It was clear that I would like to attend library school. Not only was it interesting but the courses were designed to prepare students for library duties and responsibilities. This was important as the duties within my position extended well past just video production. I needed to be prepared for all aspects of being a "librarian". With this, I decided to attend library school in the fall 2012. I continue to learn and grow as many of the library staff make a positive influence on my life. I am also proud to say that in my own little ways I have made positive influence on the lives of some of the teens attending the TeenSpace. While I am being mentored, I have found opportunities to give advice to some of the teen patrons. It is difficult at times but I try to answer questions that they find important such as life and education. Through my time at the Santa Ana Public Library, there has been a positive environment where people have mentored me as well as me mentoring others; A positive atmosphere that gives onto one another.

Anh Vu
My name is Lupita Vega. I am a local girl: I grew up in Santa Ana, began working at the library as a teenager, and completed my high school, college and graduate studies while working here. My staff and I understand our community and its needs both professionally and as part of it. Our community loves its children and it is both our pleasure and mission to help their parents to educate and support them.

In this portion of the manual you will find the programs, services, and trainings that were successfully completed through the duration of this grant program. Our department consists of Youth Services, which provides materials and programming for kids 0-13 at the Main and Newhope libraries, and the Learning Centers at both sites. Youth Services employs five full-time staff: three librarians (including myself) and two paraprofessionals (one of whom is enrolled in an MLIS program). The Learning Centers provide computer access and one-on-one tutoring for children in 1st-12th grade, and are staffed by sixteen part-time, college-age tutors. The Learning Centers are funded by a CDBG grant for which we reapply annually.

Our department has benefited from the presence of three Laura Bush participants: one Library management Intern and two library clerks. The Management Intern and one of the clerks are currently enrolled in MLIS programs, and the second clerk is planning to enroll upon completing her Library Tech classes at Santa Ana College. These students have first observed, then managed, then developed programs, including storytimes. They assist with collection development, being assigned small collections of their own under the supervision of more experienced staff. They help to conduct the summer and fall reading programs. They also participate in the management of our larger events for children, including Día de los Niños, Día de los Muertos, evening programs for children and parents, and special educational programs conducted by the Learning Centers.

We have also had the opportunity to utilize the services of Laura Bush pages as they rotate through Youth Services. The teens seem to enjoy shelving in the department and often volunteer to assist with storytimes and other events. This gives us more time with so, to get to know them better and offer mentoring and support with educational and other issues.
When the Laura Bush participants rotated through Youth Services, the presence of so many energetic young people eager to learn enabled us to accomplish a great deal, while enjoying teaching them the what’s, how’s, and, most important, the why’s of service to children. The pages learned to interpret the complicated call numbers we use to help parents find the right content and reading level for their children, while we benefited from a tidier and better organized collection. Clerks learned to create and conduct an entertaining and educational storytime, while we benefited from so much help with our six weekly storytimes. Management Interns learned to create new storytime content, and implement major children’s events, like our Día del los Niños, while their presence helped us to improve the quality of all of our events, while enabling us to add new events such as Día de los Muertos. Our interaction with the participants produced an amazing synergy that benefited everyone involved. We were able to utilize their energy and enthusiasm to improve our services, and the LBers (as we called them) gained skills, experience and learned the joy of serving children.

Being bilingual, our Management Intern and Clerks already have an advantage in the library industry job market. Bilingual children’s librarians and support staff are in even more demand. Moreover, they are remarkable young people: dedicated, intelligent and enthusiastic, and now have a substantial skill set based in a real library environment. We believe they will be assets to any library with which they come into contact, and only hope that we can keep them at Santa Ana in the future.

The Laura Bush pages have been introduced to library work at an entry level and mastered it. They have assisted with programs that involved contact with adults from all strata of society. They have learned how to be valued employees through the mentoring of caring adults. Since they are also bilingual, they now have an internal job portfolio that most of the other teens in their community lack. Whether they enter the library job market or another, they are ready to be successfully employed. And they will be lifelong library advocates.

It has been a unique experience supervising these young people. We are the big winners; they have given so much more than we could ever give them. Although we all dedicated ourselves to supporting and mentoring them, their energy, commitment and joy was a gift we did not expect. The concrete advantages we enjoyed because of their presence were far outweighed in the final balance by themselves. We would like to thank the IMLS for giving us this gift and for giving these young people a head start on the rest of their lives.

**Lupita Vega**

*Principal Librarian*

Youth Services Department  
Santa Ana Public Library
From Seeds to Trees: Grow Your Own
Youth Services – Children’s Services

Name: Michelle Loera

Title: Library Management Intern

Department: Youth Services

Title of Program /Service: Children’s Reference Services

Target Demographic: Parents and children from grades pre-K-8th grade

Summary of Program:
The Children’s Reference Desk provides various services such as location of books and resources in the collection, use of computers, and other assistance services to children, parents, and patrons.

PLANT THE SEED, WATER, WATCH IT GROW

The Children’s Reference Desk is a focal point of the department and necessary to inform patrons of wide variety of resources, programming, and services offered. The majority of patrons come in looking for certain books or informational materials for themselves or their child. Often children are working on homework or projects and need this information for educational purposes. Other times they simply want books or resources for leisure. Parents often come in asking for information on programs and services in the library or the community.

The need for this service is quite high and a predetermination is not necessary, as the majority of libraries offer some type of reference service. Reference services have historically formed the backbone of library services.

Strong collection development is necessary in order to facilitate reference desk services. Certain areas of the collection can be assigned to particular staff, who then work on ordering books and resources for that collection and maintaining it. The richer and more varied the collection, the easier it will be for staff at the reference desk to provide services for patrons. The collection should also reflect the interests and diversity of the local community. For example, at the Santa Ana Public Library, there are separate English and Spanish children’s collections, since we have a predominantly Latino community.
Marketing is not necessary as this is a basic component of library services. However, eye-catching and clear signage can be helpful in indicating to patrons that they can seek assistance at the reference desk. Signs that say “Information” or “Children’s Desk” can help patrons identify the desk as a place where they are welcome and can ask questions about the materials that they are searching for. Because most reference desks are highly visible or located near a section’s entrance, patrons usually will naturally gravitate over to the desk upon entering the section, or will feel comfortable asking questions at the desk. However, reference desk staff should be trained to be vigilant of the area and be welcoming to incoming patrons. Looking up from the desk occasionally, smiling, and/or greeting patrons can go a long way in making them feel welcome and comfortable in seeking assistance at the desk.

Reference staff must become adept at performing a thorough reference interview in order to ensure that they understand what the patron is searching for. In order to do so, they should ask the patron a series of questions in order to clarify the exact nature of their search. At times, the patron’s needs may be basic, while at other times, the staff member must be more persistent and ask more questions in order to fully comprehend what information the patron is seeking to obtain.

Staff working at the reference desk keep statistics through a Califa DeskStats program. The statistics that are gathered pertain to how much time library staff spends on answering questions regarding the following areas: general library information, questions pertaining to different areas of the collection including Fiction, Non-Fiction, audio visual materials, Spanish books, or even information pertaining to other departments. In addition, staff must also log how much time is spent on general upkeep of the children’s section, and how many children sign up to use computers or need printing assistance.

**WEED IT AND REAP**

Our community has responded very favorably to the reference services that we provide. We have many patrons who seek our specialized reference services and return to the desk on numerous occasions. In fact, our response has been so positive that at certain times of day, especially in the after school hours, the reference desk is quite busy. Normally the desk is staffed by two persons, and there is always at least one bilingual staff member on desk to provide services to Spanish-speaking patrons.

I first began working at the reference desk during my time as a Library Clerk and was paired with seasoned members of the Children’s Staff. Through hands on training and familiarizing myself with the collection, I was able to learn how to assist patrons in locating the items they were searching for.
THE THREE ROOTS OF SUCCESS: CONCLUSION

This program fits into the 3 roots because it is very responsive to the needs of our patrons. We offer reference services in English and Spanish and always personally accompany the patron to show him/her the exact location of the item. We can also coordinate the transfer of items from our Newhope Library branch over to our Central Library and vice versa, in case the item that we need is at the other location. Staff is trained to be courteous and engaged with patrons in order to provide optimum reference services and ensure that patrons walk away with the information they are seeking.

Mentoring opportunities are available at the reference desk for new hires, who are initially placed with experienced reference support staff. At our library, it is not necessary for library staff to possess an MLIS in order to work at the reference desk. New staff usually spend at least two weeks observing reference staff as they assist patrons. In addition, they can also utilize this training period to become familiarized with the overall layout of the Children’s area, as well as how to sign children up for computer use and how to navigate the library’s databases.

Strong reference services for the community are important in order to advocate for the informational needs of the patrons. In providing comprehensive and responsive reference services the Santa Ana Public Library is advocating on behalf of providing better library services for the Latino community.
From a Seed to a Tree: Grow Your Own
Youth Services – Collection Development

Name: Michelle Loera

Title: Library Management Intern

Department: Youth Services

Title of Program/Service: Children’s Spanish Language Collection Development

Target Demographic: Parents and children ages 0 and up

Summary of Program/Services:
A summary of the processes and procedures that Senior Librarian of Youth Services, Silvia Cisneros, utilizes in order to build and maintain her Spanish language collection in the Youth Services area. This collection includes books and audiovisual materials for children and their parents.

**PLANT THE SEED, WATER, WATCH IT GROW**
The Santa Ana Public Library prides itself on having a diverse and comprehensive Spanish language collection that includes fiction, nonfiction, and audiovisual materials for children and their parents. Silvia uses a number of different vendors in order to obtain her materials, and even travels to Guadalajara, Mexico to attend the *Feria Internacional del Libro* (FIL) or the Guadalajara International Book Fair every December in order to hand select her own materials to add to her collection.

Need for this collection is based on the demographics of the city of Santa Ana. 78% of the city’s residents are of Latino origin and there is a high number of Spanish speakers in the community. Taking these demographics into consideration, it would only make sense to provide Spanish language materials to this vital sector of the population.

Materials are needed in the following areas: Spanish language picture books, readers, and fiction books for children, nonfiction materials for children that cover everything from the planets, to plants and the animal kingdom, a Spanish Parents collection that includes information on child-raising, and a strong audiovisual collection that includes fiction and nonfiction material of both an entertainment and educational nature.

Marketing for a Spanish language collection can be achieved through clear signage that is available in both English and Spanish. In addition, there should be at least one bilingual staff
member at the reference desk at all times to help promote different areas of the collection, such as fiction, nonfiction, reference, etc. Reminding patrons about the different resources that are available to them in Spanish will help to raise their awareness of the collection and increase circulation statistics.

In order to build and maintain the collection, the subject specialist must be aware of trends or demands in certain books or subject areas and compile this information, which will be useful during the selection process. The subject specialist must also weed the collection in order to make space for new resources, and also reorder those that have become damaged.

Providing effective reference interviews with patrons can also go a long way in ensuring that patrons not only meet their resource needs, but also that the collection is effectively utilized. Staff at the children’s reference desk needs to be approachable and responsive to the informational needs of their Spanish speaking patrons. Many Latino patrons are shy when it comes to approaching the desk and need to be encouraged through a friendly greeting, a smile, or simply asking them if they need help. Once the initial contact is established, the staff member can then ask a series of open ended questions to gain insight into the exact nature of the informational need in order to better assist the patron.

Collection statistics are maintained through the library’s circulation module and these can be used by the collection specialist to determine whether or not a book or resource needs to be weeded or taken out of the collection.

**WEED IT AND REAP**

The community’s response to our in depth children’s Spanish language collection has been overwhelmingly positive. Many people have commented on how rich and diverse our Spanish language collection is and how much this has helped both themselves and their children meet their informational needs. Overall, patrons have been very appreciative and grateful to have these Spanish language materials. Per Silvia Cisneros, they are glad that she makes an annual trip to Guadalajara to purchase materials and she often seeks their input on what topics are in demand. The SAPL is surrounded by different schools that have bilingual education as part of their curriculum. These schools regularly assign students assignments that require resources in Spanish. Having a varied and diverse Spanish language collection assists these students in completing their homework assignments and projects.

In addition, many Latino parents wish for their children to be bilingual in English and Spanish in order to retain their rich family heritage, as well as have increased employment opportunities for the future. In providing an in-depth Spanish language children’s collection, parents can read to their children and even assist them with homework and projects. In addition, they can share classic materials that they remember from their childhood, whether these be books or even Spanish language programs from the past. These materials provide a sense of connection with
the past for many adult patrons and allow them to bond with their children in very powerful ways.

Among the major initial challenges that Silvia experienced when she first began was the task of growing the Spanish language collection. In addition, Silvia was not familiar with the vendors available to purchase Spanish language materials. Silvia received a budget of $78,000 which she used to purchase materials after becoming acquainted with local and international Spanish language vendors.

**THE THREE ROOTS OF SUCCESS: CONCLUSION**

*Community Responsive Program*
Knowing one’s population is a key indicator of the type of collection your library should have. Language, religion, and culture all play a great role in the determining of what a collection specialist should select. A strong collection that meets the needs of the library’s demographics shows signs of responsiveness to the community.

*Mentoring*
Collection development, especially for foreign language texts, is an opportunity to show colleagues in the library the appropriate avenues to take when building a collection. Visiting festivals, attending book stores, and using library material vendor sites are valuable, and when guided by a colleague, you have a chance to learn and grow.

*Advocacy*
The simple act of possessing a wide and diverse Spanish language collection at a public library can be seen as an act of advocacy in promoting foreign language and bicultural tradition within the community.
From Seeds to Trees: Grow Your Own  
Youth Services - Programming

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<tr>
<th>Name: Michelle Loera</th>
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<tbody>
<tr>
<td>Title: Library Management Intern</td>
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<tr>
<td>Department: Youth Services</td>
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<tr>
<td>Title of Program /Service: Baby Storytime</td>
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<tr>
<td>Target Demographic: Parents and children ages 0-3</td>
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**Summary of Program:**
A program that meets once a week designed to both entertain and educate parents and their young children. Each week the families that attend will participate in a variety of exercises that promote language development and fine motor skills.

**PLANT THE SEED, WATER, WATCH IT GROW**

Baby storytime offers important entertainment and instructional value to the immediate community. This program focuses on a variety of short rhyming songs, fingerplays, and flannel boards to engage its young participants. In addition, the songs and movements help develop children’s language development and fine motor skills.

The need for this program can be determined by the Children’s or Youth Services department through surveys that ask parents if they have very young children such as babies or toddlers and if they would be interested in participating in such a program. These surveys can be handed out at the reference desk. The surveys can include questions regarding the ages of the children who will be participating as well as what time of day would best suit the parent.

Once the need for such a program has been determined, you can begin to gather materials for the program and prepare for advertisement. The materials gathering is one of the most crucial components, as you will need certain items such as books, c.d.’s, a sturdy flannel board, and some flannel material that can be cut out into different shapes to suit different purposes. Some of this material can also be purchased pre-made online on different websites.

Other materials that can be helpful are puppets, stuffed animals, and other props that may be used for different themes that you would like to include. Some examples of this include plastic fruit (for a “Food” theme), or colorful handkerchiefs (for a “Colors” theme). In addition, another
helpful inclusion can be musical instruments such as maracas or rattlers that can help promote participation and fine motor skills. In addition, library staff will want to use board books, as well as bright, colorful picture books with simple text. Storytime book choices will preferably include visually engaging illustrations and drawings as well as simple stories containing the alphabet, rhymes, or numbers. Librarians can peruse their picture books, board books, or early childhood education books to find suitable books and create a separate Storytime Reference collection for this purpose.

Marketing can be done by creating promotional flyers or banners announcing the beginning of a weekly Baby/Toddler storytime for families. Make sure that the flyers contain pertinent information such as the day of the week that the program will be held, as well as the time of day, and other interesting visuals that will interest parents and caregivers. These flyers, posters, or banners can be placed on a bulletin board in the children’s department, at the children’s reference desk, or throughout the entire library. In addition, if your library has a website or uses social media such as Facebook, you can also place announcements and advertisements there.

Baby storytime’s primary target audience is children ages 0-3 years. At the beginning of the program the storytime leader welcomes parents and will introduce the weekly theme. Next, any short announcements that need to be made regarding upcoming events can be done at that time. The storytime leader will then hand out the song sheets containing the songs, rhymes, finger plays, etc. for the parents to follow along. The leader can also give each child a sticker pertaining to that week’s theme, which he/she can place on his/her hand.

After the introduction, the leader can engage children and parents in different warm-up activities such as a “Shake Your Sillies” routine where parents and children will shake out different parts of their body, or an exercise called “Dance Your Fingers” which goes as follows:

- Dance your fingers up, up high
- Dance them down, down low
- Dance your fingers side to side
- And dance them all around
- Dance them on your shoulders
- Dance them on your head
- Dance them on your tummy
- And put them all to bed

Baby/Toddler Storytimes traditionally begin with an opening song or rhyme. The following is an example of an introductory song that can be used at the beginning of storytimes:
Hello *(Sung to: London Bridges)*

Hi, hello and how are you?
How are you? How are you?
Hi, hello and how are you?
How are you today?

Let’s all *clap* our hands like this.
Clap like this, *clap like this*.
Let’s all *clap* our hands like this.
Clap and play all day.

Let’s all *listen* carefully.
Carefully, carefully.
Let’s all *listen* carefully.
So we can have some fun.

The remainder of the storytime contains songs, rhymes, finger plays, and flannel stories to engage and educate the young participants. Songs contain repetition, and rhyme, that aid in speech development and building vocabulary. Finger and hand movements aid young children in developing fine motor skills.

Before each storytime begins, leaders should make sure that they have a counter in hand to count each person attending the storytime. This is important in order to gather statistics on how many people participate.

**WEED IT AND REAP**
The community has responded favorable to our Baby storytime. Many parents who bring their infants continue coming until the children are of preschool age. Parents truly enjoy the interactive nature of the program, and the fact that it is both entertaining and educational. A few challenges that we have encountered with the program is the time of day that it held. We hold it on Monday mornings at 11 am. Sometimes this is not a convenient time for parents, or occasionally the program is cancelled due to the library being closed on certain Mondays due to a holiday.

I officially began working on this program approximately two summers ago when I replaced the former storytime leader, Lupita Vega, Principal Librarian of Youth Services, who is currently my supervisor. Since then I have added some introductory exercises to help the children warm up, such as the “Dance Your Fingers” and the “Shake Your Sillies” routines. It is important for leaders to develop the program to suit their own style. This will make conducting the program easier and more natural for the person.
THE THREE ROOTS OF SUCCESS: CONCLUSION

This program demonstrates the THE THREE ROOTS OF SUCCESS because it is very responsive to the local community and teaches young children different early education skills such as colors, shapes, alphabet, and numbers.

Mentoring opportunities are available through the program, since we’ve had certain volunteers who have assisted leaders with the preparation of the storytime. New hires often sit in on various storytimes since they may be called in to fill in for a story time leader should they be absent one day. Storytime offers staff a wonderful opportunity for creativity, self-expression, and teaching. Staff can positively interact with the community and form new bonds and connections with current patrons.
From Seeds to Trees: Grow Your Own
Youth Services - Programming

Name: Marlene Guillen

Job Title: Library Clerk

Department: Youth Services

Title of Program/Service: Spanish Storytime

Target demographic: Children/Families

Summary of Program:
A program that meets once a week designed to both educate and entertain the children and their parents. Every Tuesday the families who attend the program will participate in a variety of songs, which will help with their fine motor skills and listen to a story which promotes language development.

PLANT THE SEED, WATER, WATCH IT GROW

Spanish storytime offers educational instruction value for the community of Santa Ana. Storytime focuses on a variety of two short stories, songs, fingerplays and flannel boards to engage the children. In addition, Spanish storytime helps with language development.

The need for this program is based on the demographics of the city of Santa Ana. Nearly 78.2% of the city’s residents are Hispanic and many are Spanish speakers. Based on the demographics it only makes sense to provided Spanish storytime to our patrons.

The materials needed to conduct Spanish storytime are books, CD’S, flannel board, flannel material and craft material. Other materials that can be helpful are puppets, stuffed animals and other props that can be used to decorate depending on theme. For example, if the theme for the day is farm, use different farm stuffed animals or puppets to decorate your section. Using props catches the audience attention and makes your display come to life. In addition, bring a variety of books like different farm books; display them so that the children and parents can see what is available in the collection.

Marketing for the program is done by posting flyers all over the library. We also have monthly calendars that promote our programs for the month and the different storytimes the library provides. The calendar and the flyers contain the day of the week the program will be held, the
time and visuals that captures the audience attention. We also promote the program on the library’s website, local cable channel and through social media like Facebook.

Spanish storytime is a program for the entire family. At the beginning of the program I welcome the parents and children and make announcements regarding upcoming events or programs. Next, I introduce the weekly theme to the children, the introduction consist of fun facts and questions so the children can interact.

After the introduction, I engaged the children and parents with three traditional opening songs called “Una Rata Vieja”, “Pimpón” and “Juanito” by Jose Luis Orozco. This is a great icebreaker and provides the opportunity for the kids and their families to interact musically by singing and dancing. The following is an example of the introductory songs that can be used at the beginning of storytime:

**Una Rata Vieja**

Una rata vieja,  
Que era planchadora,  
Por planchar su falda  
¡se quemó la cola!  
Se puso pomada  
Se amarro un trapito  
Y a la pobre rata  
Le quedo un rabito.

**Pimpón**

Pimpón es un muñeco  
con manos de cartón.  
Se lava la carita  
Con agua y jabón.

Pimpón es un muñeco  
Con manos de cartón.  
Se lava las manitas  
Con agua y con jabón.

Se desenreda el pelo con peine de marfil.  
Y aunque no le gusta,  
No llora, ni hace así.
Pimpón, dame la mano
Con un fuerte apretón.
Que quiero ser tu amigo-
Pimpón, Pimpón, Pimpón.

Y cuando las estrellas
Comienzan a salir,
Pimpón se va a la cama,
Pimpón se va a dormir.

Juanito

Juanito cuando baila,
baila, baila, baila.
Juanito cuando baila,
Baila con el dedito,
con el dedito, ito, ito.
Así baila Juanito.

Juanito cuando baila,
baila, baila, baila.
Juanito cuando baila,
baila con el pie,
con el pie, pie, pie,
con el dedito, ito, ito.
Así baila Juanito.

Juanito cuando baila...
La rodilla, dilla, dilla...
La cadera, dera, dera...
La mano, mano, mano...
El codo, codo, codo...
El hombro, hombro, hombro...
La cabeza, eza, eza...
Así baila Juanito.

After we finish with the song, I read a story followed by a fingerplay or a flannel related to the theme. I read a second story and end the program with a craft. The songs that are used contain
repetition and rhyme to help build and the movement help children with the development of fine motor skills.

A counting clicker is used to count the number of attendees at the session. This is important to gather statistics on how many people participate.

**WEED IT AND REAP**

The community has responded favorable to our Spanish storytime, it attracts the most participants. Spanish storytime has about 50 attendees every Tuesday making it the largest storytime in the library. Many of the participants attend the program on a regular basis and have been attending the program for many years. I receive many positive feedback from our patrons, they like that the program is both entertaining and educational. The parents comment on how their children have learned Spanish because of the program. I also have children who only speak English and the parents feel that the program is very helpful for the children to learn a second language. The challenges I have encounter would be the selection of the material for the program. The books, songs and fingerplays selection is very limited. The Spanish books can be lengthy which is not good for a storytime program because children have a very short attention span. I have also encounter that the Spanish collection does not have books on different holidays or subjects. When I can’t find a book on my theme I translate English books into Spanish. The song and fingerplay selection is one of my greatest difficulties because I have to translate all of my songs and fingerplays into Spanish.

I began conducting Spanish storytime in Fall 2012, when I replaced the former storytime leader due to scheduling conflicts. Michelle Loera, Youth Service Library Management Intern, was the previous Spanish storytime leader. I observed a few of her programs before been appointed as the new Spanish storytime leader. Michelle taught me how to be outgoing and silly to grab the children’s attention. I also learned that it’s important to develop your own style to be comfortable conducting the program. Since I have conducted Spanish storytime I have added a fourth song “Las Ruedas Del Camion” by Jose-Luis Orozco to our weekly program and I have also incorporated new themes to the program.

**THE THREE ROOTS OF SUCCESS: CONCLUSION**

Spanish storytime includes all three roots: community responsiveness, mentoring and advocacy. The program responds to the community’s needs because 78.2% of the community is Hispanic and Spanish speaking in Santa Ana. It is important to have this program because it accommodates to majority of our patrons. The program also teaches young children different early education skills like colors, alphabet, numbers and vocabulary. Mentoring opportunities are available through the program because we have volunteers who assist the leaders. The volunteers help with the preparation of storytime and with assisting patrons with the craft. New hires often observe different storytimes and help with the entire process from planning the program to participating in the program and assisting patrons after the program. This gives the
new hire a chance to conduct a storytime if the leader is ever absent. The program has attracted many community residents to the library and exposes them to the different services and resources the library has to offer to the community.
Name: Marlene Guillen

Job Title: Library Clerk

Department: Youth Services

Title of Program/Service: Bilingual Storytime

Target demographic: Children/Families

Summary of Program:
A program that meets once a week designed to both educate and entertain the children and their parents. Every Wednesday the families who attend the program will participate in a variety of songs, which will help with their fine motor skills and listen to a story which promotes language development.

PLANT THE SEED, WATER, WATCH IT GROW

Bilingual storytime offers educational instruction value for the community of Santa Ana. Storytime focuses on a variety of two short stories and songs to engage the children in the program. In addition, Bilingual storytime helps with English and Spanish language development.

The need for this program is based on the demographics and the primary languages spoken by the library’s patrons.

The materials needed to conduct Bilingual storytime are books, CD’s, calendars and craft material. Other materials that can helpful are puppets and other props that can be used to decorate depending on the theme. Using props like puppets, stuffed animals and books catches the audience attention. In addition, gather a variety of Spanish, English and bilingual books based on the theme, display the books so that the children and parents know what is available in the collection.

Marketing for the program is done by posting flyers all over the library. We also have monthly calendars that promote our programs for the month and the different storytimes the library provides. The calendar and the flyers contain the day of the week the program will be held, the time and visuals that captures the audience attention. We also promote the program on the library’s website, local cable channel and through social media like Facebook.
Bilingual storytime is a program for the entire family. At the beginning of the program the parents and children are welcomed and the announcements regarding upcoming events or programs are announced in Spanish and English. The weekly theme is introduce to the children, the introduction consist of question that are asked both in Spanish and English. The questions are easy and fun to get the children engaged in the program.

After the introduction, Elvia engages the children and parents with two opening songs called “Head, Shoulders, Knees and Toes” which she sings in English and repeats it in Spanish. “Pass the bean bag” is done only in English. She has the children get into a circle and passes around a bean bag. The children need to pay attention to the song to know what to do. This is a great icebreaker and provides the opportunity for the kids and their families to interact musically by singing and dancing. The following is an example of the introductory song that can be used at the beginning of storytime:

**Head, Shoulders, Knees and Toes**

*Head, shoulders, knees and toes,*  
*Knees and toes.*  
*Head, shoulders, knees and toes,*  
*Knees and toes.*  
*And eyes, and ears, and mouth,*  
*And nose.*  
*Head, shoulders, knees and toes,*  
*Knees and toes.*

**Cabeza, Hombros, Rodillas y Pies**

*Cabeza, hombros, rodillas y pies,*  
*Rodillas y pies.*  
*Cabeza, hombros, rodillas y pies,*  
*Rodillas y pies.*  
*Y los ojos y los oídos y la boca,*  
*Y la nariz.*  
*Cabeza, hombros, rodillas y pies,*  
*Rodillas y pies.*

After the songs Elvia reads a book in English and follows with a Spanish book. She ends the program with a craft related to the theme. The songs that are used contain repetition and rhyme to help build language skills and the movements help the children with the development of fine motor skills.
A counting clicker is used to count the number of attendees in the program. This is important to gather statistics on how many people participate.

**WEED IT AND REAP**

The community has responded favorable to our Bilingual storytime participants, many of the participants attend the program on a regular basis and have been attending the program for many years. Elvia has received many positive feedback from our patrons, they like that the program is both entertaining and educational. The parents comment on how their children have learned both English and Spanish because of the program. The challenges Elvia encounters would be the selection of the material such as songs and books. Finding a book in Spanish and English on the same theme can be difficult.

**THE THREE ROOTS OF SUCCESS: CONCLUSION**

Bilingual storytime includes all three roots: community responsiveness, mentoring and advocacy. The program responds to the community’s needs because the program teaches young children different early education skills like colors, alphabet, numbers and vocabulary. Mentoring opportunities are available through the program because we have volunteers who assist the leaders. The volunteers help with the preparation of storytime and with assisting patrons with the craft. New hires often observe different storytimes and help with the entire process from planning the program to participating in the program and assisting patrons after the program. This gives the new hire a chance to conduct a storytime if the leader is ever absent. The program has attracted many community residents to the library and exposes them to the different services and resource the library has to offer to the community.
From Seeds to Trees: Grow Your Own
Youth Services - Programming

Name: Monique Rosales

Job Title: Youth Services Technician

Department: Youth Services

Title of Program/Service: Youth Reading Programs

Target demographic: Students pre-school through eighth grade.

Summary of Program: Reading Incentive Program for children to read regularly during summer break and during the Fall months. Bilingual English / Spanish speaking staff and volunteers on hand to provide instruction about the program.

PLANT THE SEED, WATER, WATCH IT GROW

The need for the Summer Reading and Fall Reading program arises out of the fact that children need to read continuously in order to retain and expand their reading skills, whether it’s during the summer months or the time when school is in session. Also, teachers assign reading to children during summer months and/or recommend additional reading during the school year to improve vocabulary and reading comprehension. In addition, parents wishing to personally coach their children in reading need appropriate reading material.

Reading programs require special reading logs for children to be able to record which books they’ve read. It is advised ordering logs well ahead of schedule to ensure availability at program’s inception.

Each of the Santa Ana Public Library’s two reading programs feature different incentives to provide the motivation for kids to read during the program’s duration.

The Summer Reading Program includes various incentive prizes which become increasingly bigger as each level is reached, and a special t-shirt can be won by those who finish the program. Students who finish some of the reading levels are eligible to be entered in prize drawings for special raffle prizes, which can range from games, beach balls, boogie boards to bicycles. All of the program participants who finish all of the reading levels are invited to a special end-of-program pizza party.
The Fall Reading program is sponsored by a very generous community collaborator, In-N-Out Burger. This organization provides the reading incentive logs and prize certificates as well as the prize itself, which is a burger for each level read.

For the Summer Reading Program, it is important to partner with the community to ensure that a wide variety of prizes can be donated. This enhances the community experience for the businesses and also gives them a higher profile in the community.

Scheduling enough staff and volunteers for the Summer Reading end-of-program party is very important, as the event can involve hundreds of children. The Fall Reading program, which is smaller in case, does not feature an end-of-program event.

Early volunteer recruitment is a must. The Santa Ana Public Library utilizes its volunteers to help with program sign-ups, which has allowed the staff to be freed to work the public desk during the busy summer days.

Advertising is done well in advance. The local schools must be notified via e-mail and outreach activities to schools. Also, outreach for the event is conducted at various community events. Special program flyers and banners are created and posted. The program is advertised in the Youth Services calendar a month in advance, and the program is announced several weeks leading up to the program’s start date during the various storytimes conducted at the library. Inclusion in the library’s website and its Facebook page is also important. In addition, a press release is sent to advertise the program. It is important to decorate the library colorfully and brightly to advertise the program. The staff strives each year to provide eye-catching decorations which promote the year’s reading program theme.

Children are provided with a prize just for joining the program. They are also provided with a special reading log. Upon completion of the reading of a certain number of book levels, each child receives a prize. If a child finishes reading the required levels, he or she will be invited to a special end-of-program party and will receive a special prize.

Statistics are collected by using registration cards where information about each participant is entered. Included in this registration card is the child’s library card number, their grade level, and which reading level they will read at, as well as a place to track the number of reading levels finished. These registration cards are collected in a file box and the information is then entered onto an Excel document.
WEED IT AND REAP

The community’s response was very enthusiastic. Parents share their appreciation of the prizes, and children love receiving them. The children feel motivated to read more books.

Some of the challenges faced include the fact that sometimes the children read too quickly because they want to win the prizes quickly. Also, volunteers can be a little shy interacting with the families and may feel uncomfortable cheering the youngster on to the next levels. Also, depending on the number of participants, we sometimes run out of prizes for some of the levels.

The Summer Reading Program and the Fall Reading Program are annual events at Santa Ana Public Library, and I was assigned to assist with the programs the first year I joined the Youth Services staff.

The best recommendation: start the planning for the program early! Prepare logs and registration cards early – some logs do not contain numbered lines and you may have to write them in manually, other logs contain numbers which do not correspond to the number of books required for each reading level, and you will need to manually write these numbers in. If there are hundreds of participants, this will require lots of time to do. Volunteers are a great help in writing the numbers onto the logs.

Another tip for successful programs is to buy level and grand prizes early. Also, decorating the library early is a great way to get the word out early to parents that their children will be able to find a meaningful activity to participate in during the summer months.

Plan early for the end-of-program party. Tables, chairs, etc. need to be ordered well in advance.

THE THREE ROOTS OF SUCCESS: CONCLUSION

Community Responsive Programming
One of the most important elements for a successful Youth Services library program is to be attuned to the needs of the community. The Summer Reading Program and Fall Reading Program answer a major call from the community for the continued application of reading skills by the students.

Mentoring
Volunteers are exposed to a wide variety of skills, including the interpersonal skills necessary to interview program applicants. They also practice inventory taking skills and continuous cleaning of their area.
Advocacy
We must continue to offer reading programs to the students in the community. Studies show again and again that active, daily reading is a must for academic success, and the library plays a very important role in this academic success.
From Seeds to Trees: Grow Your Own
Youth Services – Special Programming

Name: Brenda Ortiz

Job Title: Library Clerk

Department: Youth Services

Title of Program/Service: Día de los Muertos (Day of the Dead)

Target demographic: Family Program (All Ages)

Program Mentor: Silvia Cisneros

Summary of Program: An annual event celebrating a traditional Hispanic holiday. Día de los Muertos/Day of the Dead is a holiday in which families and friends gather in remembrance of deceased friends and/or family members. The program consists of a storytime, performance, and an altar display.

PLANT THE SEED, WATER, WATCH IT GROW

The event began as a small family storytime, which was conducted by Senior Librarian Silvia Cisneros, but eventually was turned into an annual program due to a high turnout rate. Staff and storytime participants believed it was important to educate the community about the holiday and to continue its traditions.

The city of Santa Ana has a large Hispanic community, many of which continue to celebrate traditional holidays. Many community members would be interested in attending a Día de los Muertos program, all that was necessary was to promote the event well in advance. The staff began by creating a flyer in publisher announcing the program and informing patrons that they could bring in a photo of a deceased family member and/or friend to be displayed on an altar. A power point presentation about the event was also created to be displayed in the children’s department. Staff also needed decorations to create and adorn the altar. Decorations included: a table, empty cardboard boxes, colorful table cloths, tissue paper to create flowers and Papel picado “perforated paper”, candles, vases, marigold flowers, picture frames, sugar skulls, toy or real food, and any other decorations with day of the dead symbols. An arch can also be used to decorate the altar, but is not necessary. Aside from the altar, the staff chose to include a stage for the storytime and performances. Chairs for the audience were also necessary. The book that was chosen for the storytime at the event was titled Rosita y Conchita, a story about a young girl whose twin sister has died. The event also included a traditional Aztec dance performance and play about Day of the Dead. Staff also ordered and distributed traditional Day of the Dead bread and chocolate milk to all participants. Staff was needed to conduct the event.

Promotion of the event begins at least a month before the date of the event. Flyers are created on publisher and displayed throughout the library. The event is also included in the library’s
activities calendar and on a power point presentation in the children’s department. The staff continues to promote the event during storytime. Advertising for the event is also included on the library’s website and Facebook page.

Set-up of the altar, stage, and chairs begins at least an hour prior the event. Participants are able to admire the altar before the performances begin. Once participants sat down, library staff welcomed the audience and provided a little background information about the holiday. The staff also informed the audience of the performance schedule. The staff began by reading the story Rosita y Conchita, which was read in English and Spanish. After the story a group of volunteers performed a play entitled “Calaveritas”. The celebration was followed by a slideshow honoring the dead, pictures were provided by patrons. There was also a 15 minute Aztec dance performance. The program concluded by distributing day of the dead bread and chocolate milk to participants.

The number of participants that attended the event was recorded by the number of Day of the Dead bread that was distributed to all participants.

WEED IT AND REAP

I began working on the “Día de los Muertos” event as a children’s department staff member. Lupita Vega, Youth Services Principal Librarian, appointed me to be in charge of creating the altar with Silvia Cisneros and distribute the “Pan de Muerto” bread on the day of the event. In celebration of Día de los Muertos, the library staff decided to give away free “Pan de Muerto”, traditional sweet bread eaten during the holiday, to all participants. The bread and yooohoo milk cartons were set up at the back of the program ready to be handed out. Many participants left the presentation early in order to be first in line for the bread. Library staff decided to try a different approach the following year so that the patrons are informed about the bread at the end of the presentations. There was a great turn-out rate and participants provided positive feedback about the event. There were also other non-Hispanic community members who were curious about the event and stated: “this is a great program for the entire family and for families of all backgrounds.” Many Hispanic families attended the program and community members of other backgrounds were also interested and intrigued by the holiday and the program. This library program not only responded to the needs of the Hispanic community, but also to the needs of other ethnic groups within the community.

THE THREE ROOTS OF SUCCESS: CONCLUSION

This program includes all three “THE THREE ROOTS OF SUCCESS”: community responsiveness, mentoring, and advocacy. The traditional Hispanic “Día de los Muertos/ Day of the Dead” holiday program responds to the community’s needs since much of the city’s population is Hispanic (78.2%). The community that the library serves feels that it is important to continue embracing their culture. Being able to participate in events that promote Hispanic customs encourages the Hispanic community to build stronger relationships with other community members and with the library. Volunteers are often recruited to help operate the program and library staff mentors these volunteers on the process. Volunteers learn about the goal of the event, what it takes to conduct such an event, and instructions for their assignment.
Many volunteers become interested in the library profession once they experience working at one or several of the library’s events. This program also reinforces the importance of providing such services to a diverse and special community. There is a predisposition for the Hispanic community to be part of the “information poor” side of the digital divide, which is why it is important for libraries to provide programs such as “Día de los Muertos” because it attracts many community members to the library and exposes them to the services and resources that the library offers.
From Seeds to Trees: Grow Your Own
Youth Services – Special Event

Name: Monique Rosales
Job Title: Youth Services Technician
Department: Youth Services
Title of Program/Service: Olivia is Coming to Town
Target demographic: Children and Their Families

Summary of Program: Activities and festivities centered around a literary character, Olivia the Pig, to promote youth literacy and interest in a single literary character

PLANT THE SEED, WATER, WATCH IT GROW

The Youth Services Division provides a wide variety of materials for youngsters to use for both educational and recreational reading and learning. One of the most important elements of this collection of materials is variety. Many of the youngsters who are drawn to books are drawn because they recognize various characters they see on television. Of course, this is a positive way to draw children to reading.

When the Santa Ana Council of Arts and Culture’s President Don Cribb approached the Santa Ana Public Library with the idea of featuring the literary character, Olivia, and her creator, artist and author Ian Falconer, the Library knew it was a unique opportunity. Firstly, dedicating an entire day at the Library to a literary character was not an everyday occurrence, and an event of this caliber would need careful planning and execution. Secondly, the character was ideal for a children’s event because Olivia appeals to both boys and girls. Thirdly, the chance to recognize a children’s author would prove beneficial to the community, so that they could see that writers merit a place of importance in the community.

Additionally, the opportunity to partner with the Council of Arts and Culture would be a wonderful opportunity to partner with a community organization which championed the arts. The Council’s President, Don Cribb, was instrumental in creating the Santa Ana Artists Village, and he gave valuable input as to what kind of event the Library could present.

She is very assertive and flamboyant, yet she likes doing the things most little kids like to do. Olivia is a character who allows her mind to take flights of fancy and who wishes to explore the
world, and it was these personal characteristics that we wanted to present to the public as a positive role model.

In order to plan and execute a special literary event, several things are needed. An agenda for the event provides an excellent blueprint. The Library was able to contact Scholastic Books to obtain an Olivia the Pig life-size costume. There must be enough staff and volunteers to help with the event. Also, a registration table was set up to greet event visitors. At this table, special Olivia the Pig ears were given to all of the young visitors. A special Olivia Silent Auction was held. This auction featured Olivia merchandise.

A staff assignment sheet is created. Among the items for the greeter’s table is a special Olivia bookmark and special Olivia ears which were created by the staff. During the event, vendors can participate – in the case of the Santa Ana Public Library, cupcakes were provided. Special passports are created to win cupcakes – the passports encourage participants to visit event activities. A bilingual script is created.

The marketing and advertising included the creation of flyers and banners, inclusion in the youth services calendar, advertising in the local cable station, inclusion in public marquees, a press release, inclusion in the library’s website, and inclusion in the library’s Facebook site. The program was also announced during the library’s several storytimes.

During the program, storytimes were presented, and the show called “Olivia” was screened. The highlight of the day was taking pictures with Olivia and the official proclamation of the day as “Official Olivia Day.”

-What takes place during the program?
* Storytimes are presented, the television show called “Olivia” can be screened, a silent auction is held, and Olivia meets attendees in person.
* A registration table is set up, where Olivia ears, a Bookmark Agenda, Olivia Passport and tickets for an opportunity drawing are provided to the event’s visitors.
* Balloons are used as decoration.
* A special photo opportunity is held during the silent auction to attract visitors to the auction.
* A storytime booth is set up to conduct storytimes during the event.
* Olivia-themed craft activities are conducted
* Carnival games such as bean bag toss can be offered
* A special listening station featuring Oliva CD stories can be provided
* Cupcakes are provided
* Parking signs are posted, if necessary
* Easels and signs are created, if necessary – for example, the entrance to the silent auction to show the auction entrance clearly.
WEED IT AND REAP

The community was very supportive of the event. Children who knew about Olivia from watching her television show learned that she is the subject of many books. The community was able to experience a silent auction, some of them for the first time. The challenges we faced for the event were making sure that the character, Olivia, could be escorted safely around the event. The event evolved because a community organization thought highly of the library and wanted to contribute to the library’s success. Don Cribb, who is the President of the Santa Ana Council of Arts and Culture, was instrumental to the launch of the event. It was Mr. Cribb who proposed to work in partnership with the Santa Ana Public Library to bring this important cultural event to the city.

Finding an advocate for education or art is very helpful to a library. Find and connect with members of the community who can facilitate a visit from someone who is influential, or who can help bring in members of the community who could contribute to a special event.

THE THREE ROOTS OF SUCCESS: CONCLUSION

Community Responsiveness
The community was very responsive to the event because parents know that providing a varied educational experience for their children is very important. Although many of the parents were not aware of the character Olivia, they made the decision to attend the event with their children, and the entire family enjoyed a rich learning experience. Providing an event based on a children’s literary character imparts the importance of reading in a creative way. Also, many of the event’s attendees had not attended a silent auction, which featured items for sale without an auctioneer.

Mentoring
The opportunity to mentor for this event was the opportunity for the volunteers to witness a large event taking place throughout the day. The volunteers and staff were able to see first-hand how a well-planned event can be executed from start to finish. Participating in an event geared to the younger students allows the volunteers to experience first-hand how youngsters respond to positive role models.

Advocacy
The message the library sends to the community when it stages programs such as “Olivia Comes to Town” is that reading can be the basis for important events.
My name is Cheryl Eberly, and I am the Principal Librarian for the Young Adult and Volunteer Services Department at the Santa Ana Public Library. This is one of the newest departments in the library and was developed in recognition of the specific and unique transitional needs of our city’s primarily first generation immigrant/ higher education pursuing Young Adults (ages 12-24) and volunteers.

I immigrated here from Malaysia when I was 16, and had tackled American high school, undergraduate and graduate education successfully. This background put me in a unique position to serve as a mentor to young adults that came into the library, and to ease their transition into adulthood and higher education. Young people in the Santa Ana face many challenges: language and cultural isolation from the mainstream society; pressures to leave school and work in support of the family; poverty and a sense of powerlessness.

In this portion of the manual you will find the programs, services, and trainings that were successfully completed through the duration of this grant program. The Santa Ana Public Library’s approach to Young Adult Services is based on the Circle of Mentoring, a system of supportive relationships between teens and caring adults, and between teens and younger children whom they mentor. All Young Adult programs and services proceed from this base. Additionally, one of the primary components of the young adult and volunteer services department is to actively pursue opportunities for young adults to apprentice under the mentorship of professionals. This apprenticeship approach is the cornerstone of the Laura Bush grant project, as well as our Youth Workforce Investment Act (WIA) funded program, the “Seeds to Trees Digital Media Technology Academy”. The core principle that guides the Young Adult Services department is a belief that each teen is important to himself, to the library and to his community.

There are 4 subunits under Young Adult and Volunteer Services: TeenSpace Young Adult Programming, Volunteer Coordination/Services, Santa Ana History Room and Seeds to Trees Digital Media Technology Academy. My department consists of 4 full-time staff members (including myself) and 34 part-time staff members consisting of Senior Tutors, Tutors, Clerks, and 20 young adult digital media interns. The Santa Ana Public Library Young Adult “TeenSpace “programs are located at the main Library and the Jerome Recreation Center. In
addition, we have a limited TeenSpace program at the Newhope Learning Center. The three TeenSpaces provide free programs in arts, college and career planning, financial literacy, digital media production, lifeskills development and subject tutoring for teens (ages 12-18 and college transition) under the guidance of professional tutors. The TeenSpace Tutor program is funded by a CDBG (Community Development Block Grant). Access to computers is available at both TeenSpace sites.

The volunteer program provides volunteer opportunities for teens and young adults (ages 18-24), as well as adults, to explore mentorship, civic engagement and cultivation of a professional work ethic. Teens volunteer as “Big Buddies” to mentor younger “Little Buddies” in reading, math and arts programs. Teens also volunteer at various community and library events. During the duration of the “Seeds to Trees” grant project (2010-2013), teen volunteers who demonstrated responsibility and an interest in the library profession were eligible to be hired as paid library page interns under the grant.

The Santa Ana History Room is committed to fostering an interest in local history by collecting, preserving and making available materials of enduring historical value relating to the development of the City of Santa Ana and Orange County. The Santa Ana History Room provides educational, historical, and cultural group events sponsored by the Library. Programs may be ongoing, a series, or a one-time event. Programming introduces archival collections, provides resources for cultural awareness, and the Room serves as gathering site for events on topics of community interest. One of the missions of the Santa Ana History Room is to provide opportunities for young adults, via its Teen Community Historian program, to become civically engaged in their community by collecting and preserving the history that anchors them in the past, present and future of their community.

The “Seeds to Trees Digital Media Technology Academy” is a program that developed as an outgrowth of the digital media training component of the LB Seeds to Trees program. With the permission of IMLS, funds from the Laura Bush grant were leveraged to provide 20 at-risk youth ages 16-21 with training and certification in digital media technology via a Youth Workforce Investment Act grant. Youth are hired as interns and are trained in digital media technology in order to create content for the city’s “Seeds to Trees” spotlight website and government access cable channel. Twenty youth are hired annually, and we are currently in the 3rd year of this program.

By offering us the opportunity to extend our approach to young adult programming to so many young people, the Laura Bush grant helped our department demonstrate the viability of that approach in helping them to transition into adulthood via professional and civic engagement experiences.
During the Seeds to Trees program, my department supervised and offered cross-training for 46 part-time staff members: 2 management interns, 4 clerks, and 40 digital media page interns. Management interns were participants enrolled in library school. They assisted in producing cooking shows, developing and implementing gaming programs, and developing and implementing mentored reading, arts, and science programs. Library clerks were able to obtain experience and an understanding of the functions in the Circulation and other library units. The duties assigned to library clerks included organizing and implementing young adult programs and attending community outreach events to promote library services. Digital Media Library Pages had the opportunity to receive training and certification in digital media technology and produced informational and educational content for CTV3.

As part of the LB internship program, all participants, from Management Interns, Library Clerks to pages, benefited from hands-on mentoring, and were in turn provided wonderful opportunities for them to be mentors as well. They also were able to fine-tune their ability, at appropriate skill levels, to develop and implement programs that were responsive to the needs of young adults in our community. Most importantly, via cross-training experiences that were part of their internship, they were able to gain valuable experiences that helped develop them into powerful advocates for libraries.

I would like to sincerely thank the IMLS for the myriads of opportunities that the Laura Bush 21st Century Librarian grant has given to the youth of Santa Ana and the professional paths that it has opened for them. The future looks bright for these young adults and for the library profession.

Cheryl A. Eberly
Principal Librarian
Young Adult/Volunteer Services
Santa Ana Public Library
Name: Jose Mendoza and Desirée Noriega

Title: Library Clerk and Senior Tutor

Department: Young Adult Services

Title of Program/Service: Alice in Wonderland

Target Demographic: Teens

Summary of Program: The annual Alice in Wonderland event introduces participants to humanitarian efforts, creativity, and effective community/public relations. Every Día de Los Niños (Children’s Day) celebration, participants discover what is required to have a successful Alice in Wonderland event at the Santa Ana Public Library.

PLANT THE SEED, WATER, WATCH IT GROW
The TeenSpace Alice in Wonderland started out of a necessity to bring the community together to celebrate Día de Los Niños (Children’s Day). When Alice in Wonderland began, TeenSpace teens wanted to have an active role in helping young children celebrate Día de los Niños with their families and friends. After several years, the Alice in Wonderland event has become a staple at the Santa Ana Public Library that the Santa Ana community looks forward to attending to join in the celebration of Children’s Day.

The TeenSpace teen volunteers and staff have created Alice in Wonderland for over five years now. Alice in Wonderland improves each year. The attendance of Santa Ana youth, their families, and friends increases. Last year, there were over 1,000 attendees at the event at the Santa Ana Public Library.

WEED IT AND REAP
All children and youth look forward to the annual Alice and Wonderland event at the library’s annual Día de los Niños event. All TeenSpace teens and staff are excited to help plan, prepare, and participate in the Alice and Wonderland event each spring.

There are several components necessary for a successful Alice in Wonderland event. The following are vital parts to produce a youth and community friendly Alice in Wonderland event:
1. Pick Location, Date, and Time
Alice and Wonderland needs to determine the location, date, and time before proceeding to create the event. The location, date, and time of the event should coincide with the date and time your library will be celebrating Día de los Niños celebration. Traditionally, El Día de los Ninos is April 30th, but is usually celebrated the Saturday the week of or before April 30th. Establishing the location, date, and time will make your event successful.

2. Budget
Alice in Wonderland needs a budget. You will need to include arts and crafts materials, snacks, decorations, games, pictures, a digital camera, face paint, costumes, and make-up to your budget. For TeenSpace, we spend at least $400 to have the Alice in Wonderland event. To save money, we recycle materials from previous events to use for Alice and Wonderland. Keeping track of your budget helps you to stay within your budget and helps you compare what your annual budget needs for the event is. A budget is crucial to reinforce the success of Alice in Wonderland.

3. Gather and Inform Staff and Volunteers
As soon as you have secured your location, date, time, and budget for Alice in Wonderland you will need to gather and inform staff and volunteers of the event details. You will need staff scheduled for the event’s set-up, running, and cleaning-up. Each staff member needs a pre-assigned role for before, during, and after the event. For volunteers, they will also need to be given a role of what they are to do before, during, and after the event. As an incentive, you should give volunteer hours to all volunteers. After the conclusion of the event, you should provide water and light snacks for volunteers and staff because the event is physically exhausting. The staff and volunteers are vital to the success of Alice in Wonderland.

4. Promote Event
The sooner you promote the better! Begin promoting Alice in Wonderland at least one month before it takes place. Promotion should include flyers, a press release, internet communication via available workplace mediums, and word of mouth through all staff and volunteers to patrons,
friends, and family. Successful promotion of your event will ensure that you have visitors during your event.

5. Buy Supplies
Once you have planned your event it is crucial that you go buy your supplies. To make life manageable, you should divide the following Alice in Wonderland areas among your staff: snacks, games, arts and crafts, costumes, face painting and pictures. Each staff member in charge of each area of Alice in Wonderland needs to make a list of materials they need for their area. Buying Alice in Wonderland supplies will help you create a youthful and fun environment.

6. Set-Up Alice in Wonderland
Alice in Wonderland should be set-up at least 2-3 hours before your event starts. Have each staff leader decorate their assigned area with volunteers. You will need a table for snacks, 2-3 tables for arts and crafts, an area for games, a table for face painting, and an area for staff and volunteers to dress-up in Alice in Wonderland costumes and make-up. Set-up is your time to make the venue a safe and fun for all.

7. Run Alice in Wonderland
On the event day, you will need to make sure to have several parts ready. Make sure the following is ready:
   a. Plenty of Staff/Volunteers Scheduled
   b. Costumes/Make-up Changing Area with Staff to Oversee/Use
   c. Face Painting Station with Staff/Volunteers
   d. Someone to take Pictures During Event for Documentation
   e. Area for Entertainment/Games
   f. Snacks
   g. Water/Light Snacks for Staff/Volunteers
   h. Arts and Crafts Area
   i. First Aid Kit
   j. Emergency Plan

You will need to have your staff/volunteers at Alice and Wonderland at least two to three hours before the event starts to make sure they are costumed and ready to participate. Before the event starts ensure that all staff and volunteers know what they can do and not do as far as interacting with the visitors during the event. At the end of your event, make sure all staff/volunteers return their costumes and help clean-up the event location up to an hour after the event ends. Alice in Wonderland brings happiness to small children and a relaxing enjoyable day for their family and friends.

8. Clean-Up and Store Away Alice in Wonderland
The clean-up and store away of Alice and Wonderland is fast. Everything should be stored in storage bags or containers in a neat and organized manner to easily access materials for use again
the next year. After you clean and store Alice and Wonderland, you should discuss and
document the positive and negative experiences in writing with staff, volunteers, and patrons to
improve the event the following year. When the event ends, you may want to report to the public
the success of your event with pictures and a small article that can be displayed at your
workplace, your workplace website, etc… Cleaning-up and storing away Alice in Wonderland is
quick and usually stress-free since it is a fun, morning/daytime event for children.

THE THREE ROOTS OF SUCCESS: CONCLUSION
Preparing and running a special program like Alice and Wonderland is challenging and
rewarding. There are three elements or “roots” that support a successful Alice in Wonderland
experience. These “roots” are community responsiveness, mentoring, and advocacy.

Community Responsiveness

Communication among the library and its patron is important for the success of any program.
Programs like Alice in Wonderland need to be able to identify and address the community’s
issues and needs. Through communication between the library and its community, solutions can
be found and practiced. At the conclusion of a program, feedback from the community needs to
be collected to measure and modify the quality and benefits of the program. Through programs
like Alice and Wonderland, patron/staff/volunteer feedback to the library and TeenSpace helps
improve future events in order to improve the community’s experiences.

Mentoring

Mentoring is needed to make a program succeed. Alice in Wonderland allows mentoring to take
place between staff and volunteers during diverse parts of the event. Planning, setting-up,
running, and cleaning/storing away Alice in Wonderland allows volunteers to interact and learn
from staff in order to collaborate to find solutions and improvements to the event. The life skills
and knowledge that Alice and Wonderland requires of all volunteers to learn and use are life-
changing in creating a successful event

Advocacy

Last but not least, advocacy is needed for a successful program. A special event, like Alice in
Wonderland, needs to be able to effectively communicate with its community and encourage
them to attend special events. As a result, the library and TeenSpace staff promotes the event
using fliers, social media, associated internet websites, and word of mouth. When the
community is aware about our programs, they are more likely to take initiative, attend, support,
and engage in the library.
Through community responsiveness, mentoring, and advocacy all programs can succeed. All three “roots” are necessary and used by staff and volunteers to create a wonderful event for all. The use of all three components will lead any program to success!
FROM SEEDS TO TREES

From Seeds to Trees: Grow Your Own
Young Adult Services - Programming

Name: Martha “Cat” Torres

Title: Library Management

Department: Young Adult Services

Title of Program/Service: Buddy Programs (Reading Buddy Program)

Target Demographic: Children ages 5-11 years old and young adults ages 12-18 years old

Summary of Program: (What are Buddy Programs?)
All of the Buddy Programs aim to assist and keep the community’s children engaged in improving, exploring and mastering different subject areas such as Reading, Art, Science, Math, Sports, Dance, Acting, Wii, Music, and Homework. Most participants, if not all, come from low income families of little education who predominately speak Spanish and come from the surrounding Latino communities in Santa Ana. All little buddy participants receive mentorship from a young adult volunteer who serves as a role model, for support, emotional guidance, healthy relationships, and to grow confidence. Through successful mentoring, constructive friendships are born in which mentees learn to trust and value their mentor. Meanwhile, young adult mentors learn to develop essential social skills, recognize their own strengths, and grow in confidence to a successful future. Each program is held once a week in three locations for the duration of the Module. Structure of each Module will last approximately ten weeks (8 to 10 depending on available weeks of the quarter). There are three modules per year. The length of each session is approximately one hour.

Reading Buddy Program (RBP):
Program Purpose:

“Little Buddies” read aloud to Teen “Big Buddies” a total of 30 minutes per session and there are be 30 minutes reserved for activities and projects. Children learn to write through different projects exploring different themes that will teach them about their world e.g. animals, biographies, art, poetry, around the world, food, people, etc. Both little and big buddies maintain a journal wherein they are free to write/illustrate any thoughts related to what was just read or anything the reading caused them to imagine. Also, little and big buddies interact through educational games and other activities during the sessions to build their literacy skills. Staff and volunteers also tailor the program to meet each child’s individual needs by observing them while reading to focus on specific skills that require improvement. In addition to scaffolding to improve literacy skills, we have been adding to the cultural funds of knowledge of our participants by selecting high quality multicultural literature that evokes feeling, emotion, and a general love for reading. Keeping all participants interested and keep it fun is essential, and this is done by bringing in guest speakers, making crafts, playing various games (educational games,
word bingo, tell stories, and act a story, etc.) and incorporating real animals.

Evidence shows that low-achieving readers benefit from high-achieving peer readers, especially in a non-classroom setting. Mentors also benefit from helping in that they have increased self-esteem. Therefore, children in need of reading improvement not only benefit from the attention of a teen peer mentor but the mentors benefit from the opportunity to help. This double benefit ensures that teens and children who participate will be impacted not only in their present lives but also in their future development.

**PLANT THE SEED, WATER, WATCH IT GROW**

To start any of the buddy programs, we began by identifying and assessing the needs of the audience and community. It is important to pay attention to the needs of the community by listening to and communicating with parents, children, young adults, teachers, and collecting data about what patrons are seeking and want. Second, we developed a plan, including what we to accomplish, what steps are required to bring the plan into reality, and most importantly seeking and acquiring the resources and staff needed. Third, we implemented the new service. And, finally, we evaluated our services or program to determine whether they were successful.

The Santa Ana Public Library is aware of the important position a library holds in the community, and its obligation to serve that community’s needs. So our first step involved not only assessing our community’s needs and interests, but also conducting research on Santa Ana’s culture, economic conditions and demographics. It has been reported that children who are actively involved in library programming and/or services have a higher likelihood of creating a habit of visiting the library during their adult years. In a community wherein issues of educational underachievement and low socio-economic status are present the library has taken an active role of promoting library services that in turn will improve the educational welfare of Santa Ana’s youth and children. Our library has established itself as a unique institution for the services it offers, such as exposing young adults to various career possibilities through mentorship from library professionals and workshops and children’s programs that allow them to acquire the skills needed to be successful readers.

In a city like Santa Ana where the numbers of youth and children are high, many are English language learners and/or are from low-income households, many of these young people have a much smaller vocabulary than their peers from higher-income families. Even older students who claim they don’t like to read are often actually struggling with fluency, school and related issues. Reading buddy programs are an excellent way to address the learning needs of both younger and older children. Through cross-age mentoring and tutoring, students improve their reading and fluency skills and gain broader literacy and social benefits. Reading Buddy Programs specifically address the educational needs of children with limited reading skills and vocabulary knowledge. It is important to communicate this to parents and listening to their concerns. Surveys are a useful tool for this. The survey can be conducted in print, by handing this out at the circulation or information desks, or electronically by sending the survey to schools and through an online newsletter or on social media outlets. Responses to surveys and personal communications can determine whether you should pursue this type of programming or not.
Once we established our library’s need for a Buddy Program, we began planning to recruit volunteers and to market the program to the community. To build up a list of interested participants (little buddies and volunteers big buddies), we published a series of bilingual flyers. On these program flyers we included the following: age groups eligible, dates, times, and locations of sessions, as well as eye-catching visuals and key phrases to grab the attention. In addition, contact information and the location of a sign-up sheet was included to better guide patrons. A sign-up sheet with available slots for interested parties was printed and made available to the public at the circulation and information desks of the library and its branches, as well as at Recreation Centers. Interested parties were asked to include their name, contact phone number, age, and email. On this sheet we also included some important key pieces of information such as the dates, times, and locations, and the starting date of the program.

A week before beginning the program we should contacted all who have signed up to confirm that they were still interested in participating. This ensured that we had a solid group of members to begin our ten-week sessions. We often found that a number of previously interested people have changed their minds, and additional marketing and recruitment was necessary.

During the initial session of our buddy program we provided our participants with a pre-survey (survey is attached here). This survey asked our participants about what their expectations for the program were and what they wanted to learn. These questions helped to evaluate the improvement in participants’ skills when combined with a similar post-survey at the end of the program.

**Anticipated Program Outputs for Reading Buddy Program:**
We accommodated 10-15 participants.

**Anticipated Program Outcomes:**

**Target:** Students in grades K-6 (little buddies) and teens (big buddies)
- ✅ Outcome: 85% of students in grades K-6 will have an opportunity to practice reading.
- ✅ Measure: Each will have read 3-15 books by end of RBP.

**Target:** All RBP participants
- ✅ Outcome 1: 15% increase in number of books read by participants during Module 1 Reading Buddy Program.
- ✅ Measure: Number of books read by participants.
- ✅ Outcome 2: 10% increase in number of hours spent reading/week by participants of Module 1 Reading Buddy Program.
- ✅ Measure: Number of hours of reading recorded by participants (big buddies)

**Target:** Family
- ✅ Outcome: 50% of families will say that they read together, or that they read to each other at least 5 times a week.
- ✅ Measure: Number of families reporting reading together at least 5 times/week

**Target:** Participants (teens or children or parents)
- ✅ Outcome: At least 70 % of participants report satisfaction with the reading buddy program.
- ✅ Measure: Survey of participants/parents at the beginning and end of program:
  “Was the RBP great, okay, not worth it, helpful?”
Program Activities for 10 weeks (Module 1):

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation: Little Buddies Big Buddies Parents</td>
<td>Orientation: games, get to know little buddies, conduct survey</td>
</tr>
<tr>
<td>Week 2</td>
<td>All About Me: Biographies about your favorite persons (president, singer, actor.)</td>
<td>Big Chart All about you Book Project on your experience (for all Sessions)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Animals- bugs</td>
<td>Brain storm and come up with a project. Book Project on your experience</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Sequel: Read your favorite story</td>
<td>Write your sequel on a favorite story</td>
</tr>
<tr>
<td>Week 5</td>
<td>Poetry</td>
<td>Poetry Slam</td>
</tr>
<tr>
<td>Week 6</td>
<td>Animals/ABC.</td>
<td>Create a Big Book</td>
</tr>
<tr>
<td>Week 7</td>
<td>Ocean Animals</td>
<td>Make a big animal</td>
</tr>
<tr>
<td>Week 8</td>
<td>Tales/music/dance/magic, careers- message in a bottle about what I want to be when I grow up.</td>
<td>Message in a bottle</td>
</tr>
<tr>
<td>Week 9</td>
<td>Arts, famous painters</td>
<td>Free Craft/Paint in Canvas</td>
</tr>
<tr>
<td>Week 10</td>
<td>Party</td>
<td>Share/my experience/project, conduct survey</td>
</tr>
</tbody>
</table>
Proposed Budget:

Budget For Reading Buddy Fiscal Year 2013-2014

Bare Bones
Number of Modules per Year: 3
Number of Sessions per Module: 8 - 10 Sessions
Expectation per Session: approx. 20-25 Teens and Children per Session

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
<th>Size</th>
<th>Est. Budget</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and misc. per session</td>
<td>3</td>
<td>Various</td>
<td>$50.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>Art Supplies/ Award certificates/Prizes</td>
<td>3</td>
<td>Various</td>
<td>$200.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>Final Celebration</td>
<td>3</td>
<td>Multiple</td>
<td>$50.00</td>
<td>$150.00</td>
</tr>
</tbody>
</table>

Total $900.00

Since I began running the reading buddy program in 2008, parents, children and teens response to reading buddy program has been positive, so that we decided to implement a few more buddy programs, such as the math, health and art programs. I had gotten a lot of verbal feedback from the parents letting us know that their children loved the program and that their son/daughter’s reading skills were improving. The reading buddy program continues to be popular among parents, who bring their child to get support and have a teen assist their child with reading. The number of participants varies because of family issues or school demands, but we continue to run it because many families return with their child after and absence and benefit from its availability. Little Buddy participants in grades K-6 grade read between 4 and 25 books while reading their 30 minutes/week. Participants read about 240 hours during each module. Participants also got to experience mentoring from their big buddies.

It was a challenge to run Buddy Programs as there are many components and it requires consistency at all levels. For example, the same person should operate the program throughout the series, and teen volunteers acting as big buddies should remain the same. Changes in personnel cause attendance to drop. Another challenge was to keep all the volunteers focused and clear about what their job was as a Big Buddy. Often teen volunteers forget and socialize with other big buddies. I found out that many of them had never been in the position of mentoring and are themselves very young, so that they required retraining at the beginning of every module, along with the new big buddies joining the program.
Reading Buddy Program- Big Buddy Guide

Thank You for being a Big Buddy!

You will be helping a younger child in K-6th grade (Little Buddy).

Each time you meet with your Little Buddy, you will:
1. Introduce yourselves, converse for a few minutes about what type of books they like, and participate in the Ice Breaker.
2. Together, head down to the children’s section and select books appropriate for little buddy’s age, but also let them explore other books above and below their grade level (if you are not sure, ask the librarian on duty).
3. You will be reading and interacting with the materials and your little buddy for 30 minutes.
4. Talk a little bit about the book, using some of the special words that the book may contain. Read the book together taking turns, or read the book to your little buddy if they are beginners pointing at the words and have them repeat.
5. Play a game or do an activity/craft together that uses special words that they learn while reading.
6. Play other educational games that promote vocabulary, reading and comprehension.
7. Write and draw together in your Reading Buddy Books (journal).
8. Remember to use your listening skills, and ask questions during each session.
9. If you look distracted, they will be distracted too.
10. Have fun

Training for Big Buddies
Learning new words through listening, speaking and visually seeing the written words in books, is very important for young kids to begin understanding, comprehending and learning how to read. The more words young kids know, the better they do in school.

Before you meet with their Little Buddy, work with another Big Buddy. Together, go through each theme for the 10 sessions. You will review the special theme together, choose books and gather materials. Then you will do an ice breaker and converse about the books and read the book as if one of you is the little buddy (switch roles), practicing with one another, so you will know exactly what to do with your Little Buddy. We hope you enjoy being a Big Buddy!
Recruiting Volunteers
Most libraries are beginning to have a Teenspace or have a volunteer coordinator to help recruit volunteers. Most volunteers can be recruited from local high schools, community colleges. Check what procedures your library or organization uses. It’s a common requirement that adult volunteers who work with youth or children be finger printed before they begin volunteering. To recruit more volunteers, often you will need to send a brief article to a local newspaper, send flyers to local high schools or community colleges and post flyers on the library’s bulletin board or website. Be selective and establish standards of skill and personality you feel are necessary to your program. Many volunteers want to help, but each library has to determine what is best for volunteers to do and interview them to see where he or she fits its needs.

The Matching Process
Patrons register for the buddy program of their choice. At the beginning of each module, participants attend a mandatory orientation to fill out an application and learn about the program’s expectations. After the orientation, we did not match the little buddies with their big buddies; rather we assigned big buddy volunteers as they became available.

Other Buddy Program Descriptions

Art Buddy
The Art Buddy program aims to promote, encourage and provide a stimulating environment in which kids can express their creativity. Exploring and experiencing the arts, all participants will gain problem solving and expressive skills that are vital to the rest of their education and will carry over to their future work and life. Art teaches participants to be creative and encourages innovation and originality. It will also help participants achieve in school by increasing their observation and analytic skills as they are introduced to different types of art. Participants will be improving problem solving in their own life and also in math, writing and science by receiving mentorship from young adult volunteers ages 12-18. “Little Buddies” will read and look through books and pictures and do different projects with Teen “Big Buddies” a total of 30 minutes per session. Both little and big buddies will also maintain a sketchbook wherein they are free to write/illustrate any thoughts related to what was just viewed or to explore in any direction their imagination takes them. Some projects worked on by participants include: painting on canvas, painting little bird houses, recycling projects, creating a drawing on a puzzle etc.

Math Buddy
The Math Buddy program has implemented several hands-on math projects, as well as directed learning math lessons. Some of the major math themes that were used recently were counting, graphing, subtraction, multiplication, addition, and estimation etc. Math buddy is organized by providing participants with handouts that will fortify their knowledge of what they are learning in math, giving them that extra practice. Math buddy requires the big buddies to pass along their more developed knowledge of math to their Little Buddy whom are being introduced to basic using great visuals that capture the Math process.

Health and Sports Buddy
During sessions little buddies and volunteers are able to explore new exercises, team sports, and nutritional facts. Little Buddies and their Big Buddies play a variety of athletic sports such as
dodge ball, basketball, soccer, and football. They carry out stretching exercises to warm up prior to playing sports. Participants learn basic fundamentals and techniques, team work, self confidence, and leadership while playing team sports. Another component to our program was the Nutrition element of the Healthy/Sports Buddy program. After exercising and competing in sports, participants get a post workout snacks, providing little buddies/volunteers with healthy fruit smoothies accompanied by a variety of healthy snacks.

**Wii Buddy**
The Wii Buddy program aims to promote and encourage team work and provide a safe environment while playing with the Wii video game system. Exploring and experiencing all the different games, participants will experience a healthy and fun way to learn about body movements. Wii Buddy teaches participants to strategize and use their creative play to win the game. Some of the focus games will be dancing and any sports games and other educational games that require stimulation for all participants’ brains.

**Gardening Buddy**
The Gardening Buddy Program provides sessions for little buddies (ages 5-11) and volunteers (12-18). They are able to learning different techniques by planting, growing and harvesting. After their 10 sessions the participants are taught to cook something with all the products that they planted. Participants gain skills to plant and also learn about healthy habits of eating and growing their own stuff.

**Dance/ Movement Buddy**
The Dance Buddy program aims to promote, encourage and provide a safe environment for participants to explore and experience energy contrast and build a movement pattern. Program components include:

- Teach rhythm, underlying beat
- Develop concentration, listening skills, memory
- Encourage individual creativity, expression
- Freezing in shapes
- Relate creativity movement to a specific curriculum topic
- Discuss how to share the space
- Develop individual creativity, Define a diagraph
- Choose a diagraph for a new lesson
- Improve pronunciation & spelling skills using dance & words
- Develop dance creativity in movement shape /space/ rhythm ideas
- work together cooperating with others traveling/ making shapes/ planning
- Perform digraph dance
Enhance expression and imagination

**Acting Buddy**
Acting Buddy promotes children's self-expression, self-confidence and communication skills. It also provides a supportive, fun environment where little buddies can be creative, expressive and improve communication proficiency that develops performance in school and improves self-confidence. Buddy sessions provide little and big buddies with a flexibility of self-expression which comes with open conversation in acting. Participants can also achieve success by letting go of anxiety as well as showing their own true nature by practicing many tricks by interacting with a big mentor and creating a circle doing many different techniques to help them perform face expressions. They discover ways to "stand on their own feet", improve imagination, strengthen interpersonal skills and stay more at ease while managing different difficulties and adjustments to their lives. With the help of the tutor and teen mentors little buddies can feel safe in participating to their fullest.

**THE THREE ROOTS OF SUCCESS: CONCLUSION**

Planning and starting a buddy program is fun but challenging at times. There are many things to account when planning and starting a program from materials to recruiting volunteers and participants. As I have focused on programming and mentoring, no matter what type of program one decides to run, the next three roots are elements that can help lead to a successful program.

*Community Responsiveness*
While decisions are made during the formation of a buddy programs, there are constant changes, adjustment and decision making that are very important when meeting the needs of our community. Good leadership and day-to-day decision-making during changes and the life of the programs ultimately will determine its responsiveness to the community and how well the mission is served. We serve our community's needs and wants and make changes as we get feedback.

*Mentoring*
Through successful mentoring, constructive relationships are born, in which mentees (Little Buddies) learn to trust and value their mentors (Big Buddies) as well as the mentor learns to guide and develop new skills. Through cross-age mentoring, participants gain self-esteem and begin improving in the subject being studied.
Advocacy
Advocacy is often taken on by the Teen Big Buddies, as they frequently encourage their parents, along with parents in the neighborhood to bring the younger siblings, to participate as Little Buddies. Additionally as Little Buddy participants, grow up into Big Buddies, they serve as examples of the success of the program, and become advocates for it.

These three roots are essential in forming a strong foundation for any program that brings learning and change for our community.
From Seeds to Trees: Grow Your Own
Young Adult Services – Programming

Name: Anh Vu

Title: Management Intern

Department: Young Adult Services

Title of Program/Service: TeenSpace Cooks

Target Demographic: All Ages

Summary of Program:
A year round program that teaches participants to cook different dishes. Each week participants explore a new recipe while learning different skills and tasks to succeed in completing a plate.

PLANT THE SEED, WATER, WATCH IT GROW
A sizzle cracks from the stove as the flames dance beneath the pot. Smells swirl throughout the room as the teens chop fresh mint. Vibrant color lay splashed on the counter top as vegetables are spread throughout the table. Salts and spices drop from the air as tutors sprinkle seasoning onto the main course. A soft hand gives the chicken a gentle rub as they prepare the oven. From the corner, a camera is positioned to capture all the movements and instructions. In the middle of this chaos, a tutor from the Santa Ana Public Library gives instructions on how to prepare a baking pan. Teens run from the counter to the stove as vegetables stew beneath the pot. The tutor picks up the delicious chicken and eyes every part of the body. Aroma flows from the seasoning and into his sensitive nose. The tutor beckons the camera crew to come in closer as he begins instruction on how to bake the delicious chicken.

Started in 2011, TeenSpace Cooks was a program aimed at instructing teens on various methods of cooking. In the early parts of 2011, the Santa Ana Public Library had realized that a large issue was plaguing its surrounding community. Many of their Latino patrons were suffering from health issues such as diabetes and hypertension. Through observation and research, the tutors realized that food choices were heavily affecting the Hispanic community. Many of the traditional Spanish dishes contained creams and cheeses that are loaded with calories. As the population struggled with these health issues, the public library had identified the problem and recognized a need for a viable solution. To this end, TeenSpace Cooks was established to combat the health issues. The program would be focused on cooking traditional Spanish dishes with small but positive changes to some of the ingredients. Alternatives to the creams and cheeses would not affect the taste of the dish but lower the amount of total calories overall. This program
would address the need to change food recipes to deter the growing health issues of the Santa Ana residents.

Before the program could start, a large amount of time was devoted to planning TeenSpace Cooks. Finding an area was first priority. Where could one find a quite area to cook and film the program? Should it be in the library? These questions lingered as the tutor planned out the program. Luckily, the library had access to recreational centers. These centers were equipped with large kitchens ready for use. It was perfect as the tutors could cook in a large area away from patrons. With a location, the program was given a time slot for tutors and teens to cook. The program would be weekly and run for the entire year. There would be several months were the film crew would prepare and record the program. Next on the list was the food and budget of the program. With a set budget, the tutors would decide on what traditional dishes they could instruct and cook in the allocated time period. Many of the tutors asked and interviewed the teens on what dishes they would like to learn as they would be assisting the tutors on camera. Spanish dishes were thoroughly researched and modified with healthier ingredients. Before the dish was approved to be cooked, there was a taste test just to be sure that the modifications would not affect the taste of the actual dish itself. With a location, timeslot, and recipe, the TeenSpace Cooks program moved on to the next step of planning.

As the program acquired the necessary materials, the tutors planned out how each session of the program would go. The cooking program would start off with preparation of the ingredients. Here, the tutors would be able to teach essential skills such as cutting and preparing meats and vegetables. The tutors would also talk about the recipe and what changes were made to make it healthier. The second part would be the actual cooking. This part would emphasize instruction on various cooking methods such as baking and sautéing. Lastly, the teens would learn how to properly serve the dish. Throughout the steps, the tutors would remind the teens on aspects of safety when handling kitchen appliances. The end result for each session is a cooked product for each teen to enjoy. These steps would be general outline for the program and only lightly changed when the program was being recorded. Most of the steps were keeping the same when the film camera came to do a recording session.

Depending on how large one wants the program to be, there are many factors to advertising a library program. For this program, the TeenSpace wanted to reach a large audience. To accomplish this, the tutors decided to use social media websites like Facebook and YouTube to advertise their program. Traditional methods such as fliers and word of mouth to were used to recruit helping teens. Fliers were distributed to important locations such as other branches of the library and recreational centers. While distributing the filers, the tutors would also mention the program to teens and parents in an effort to spark interest. Another useful medium that the TeenSpace used was the city webpage. Here, parents and children are able to look at all available
programs offered by the Santa Ana Public Library. Through these mediums, the TeenSpace was able to foster a large amount of interest in many of its programs including TeenSpace Cooks.

The last step of the TeenSpace Cooks program was data collection. Data collection is important as it provides feedback to address issues and changes. For this process, the TeenSpace collected data and feedback through two methods. First, attendance would be documented on one sheet for each session. This sheet would be collected and filed under each program. Here, tutors and managers have access to information on when the program took place, who attended the program, and the age of the attendees. The second method of data collection is surveys. Tutors would show TeenSpace Cooks to an audience and ask for their feedback. Responses would be documented through surveys as tutors try improving each episode. The tutor will also interview the participating teens each month. The teen and audience feedback would be analyzed and change would happen accordingly. When a tutor enacts a change to a program, he or she will document this change and report this change within their monthly reports. A monthly report is produced by tutors working on a program to inform management on recent events for each program. This process is repeated for the entire duration of the program as tutors tinker with different techniques and methods.

WEED IT AND REAP

As the steps fell into place, TeenSpace Cooks started its run in February of 2011. During the early stages, one of the biggest difficulties was the recording aspect of the program. The tutors working on the set had not been part of a cooking show and did not know what to expect. It took several attempts but the tutors had slowly produced a formula to shot an exciting cooking show. Another issue that the tutors encountered was language. Since the program was aimed at the Latino community, the episodes needed to be translated into Spanish. Subtitles were used for the early parts of the program but later dropped. The subtitles were tedious and inaccurate at best. To remedy this situation, an onsite translator would be in each episode. After a tutor's instruction, the translator would translate the explanation from English to Spanish. This provides to be effective in terms of time and accuracy.

With all of the kinks worked out, the program has been a smashing success. Community viewership has been high while feedback has been generally positive for all episodes. The program is high likely for the fact that it brings a healthy alternative without ruining the traditional taste. Teen feedback was also quite favorable. They loved the instructions on cooking as the tutors provided them an opportunity to learn a new skill. The program was also free and the end result of each session was a delicious plate waiting to be consumed. As episodes continue to be made and distributed, the general consensus has been overwhelmingly positive. It seems like TeenSpace Cooks will be a staple within the TeenSpace for years to come.
THE THREE ROOTS OF SUCCESS: CONCLUSION
Planning a program is fun but challenging at times. There are many things to account from materials to procedure and instruction. Although it can be difficult, getting a program to run and be successful is one of the best feelings one could have. Before I conclude, I would like to impart an important concept. No matter what type of program one decides to run, there are three elements that help lead to a successful program. The three elements or "THE THREE ROOTS OF SUCCESS" enable the program to maximize its own potential.

Community Responsiveness
This root is a foundation for communication among the library and its patron. All programs need to be able to observe and address issues and needs for its surrounding community. Through communication between the library and the community, a solution is devised and implemented. Feedback from the community is collected and use to modify program. Within TeenSpace cooks, success is heavily contributed with the integration of a community responsive program. Listening to their viewers and participants, the Santa Ana Public Library started a program that teaches teens to cook and healthy alternatives for home viewers. It continues to change and reflect the feedback gained from both parties.

Mentoring
Another important element is the addition of mentoring within the program. Directly related to the community responsive program, mentoring is not limited to just talking to the participant. Rather, the program is trying to make a positive influence through instruction and advice. TeenSpace Cooks embodies this principle as tutors mentor the teens through cooking instruction. While teaching the teens invaluable skills, tutors advise and guide the teens to a healthier life.

Advocacy
Lastly is the advocacy root within these three elements. Linked to a community responsive program and mentoring, the advocacy root is open advertisement of the program. The program strives to address issues and goals by reaching people through all mediums. Advertisement allows the program to properly inform and garner interest among the people. Patrons should be able understand the issues and goals of a program through the suggested mediums. Once again, TeenSpace cooks uses this root to reach and inform its audience. Using their episodes, TeenSpace Cooks is able to provide vital information through such mediums as Facebook and YouTube.

With THE THREE ROOTS OF SUCCESS, any program can succeed. The tutors at the Santa Ana Public Library knew this and incorporated these elements into TeenSpace cooks. Although a program can be difficult to create and manage, having these three elements is essential in forming a strong foundation. Programs may vary but all successful program shares a similar
quality. These THE THREE ROOTS OF SUCCESS hold up a program as each strive to make a positive change.
Name: Jose Mendoza and Desirée Noriega

Title: Library Clerk and Senior Tutor

Department: Young Adult Services

Title of Program/Service: Haunted House

Target Demographic: Teens

Summary of Program:
The annual Haunted House event introduces participants to engineering, innovation, creativity, and positive community/public relations. Each October around Halloween, participants explore what it takes to execute a successful haunted house event at two TeenSpace locations, the Santa Ana Public Library and the Jerome Recreation Center.

PLANT THE SEED, WATER, WATCH IT GROW
The building is dead silent except for the typing of haggard library patrons on the computer keyboards and the whispering of exchanges between library staff and guests. Deep in the basement chambers of the library, beneath the collection of dust from library books and daily visitors, lays the beating heart of the marble white building, the TeenSpace. The heart beats faster and faster until the final weeks of October when a group of feisty, intelligent, caring TeenSpace teens burst with the Halloween spirit and transform into voracious minions, ghouls, zombies, ghosts, scientists, and other worldly creatures of the night to give the Santa Ana community an annual Halloween Haunted House event to bring the community and families together for an evening of scares, laughs, and festive tradition.

The TeenSpace Haunted House began out of tradition and necessity to bring the community together for safe family-friendly fun and affordable entertainment. When the Haunted House first started, TeenSpace teens expressed a desire to have a Haunted House at the library for library patrons, families, and friends. More than five years later, the TeenSpace Haunted house has become an annual tradition at the library. Since Santa Ana is in the center of Orange County, CA, there are always professional haunted houses, mazes, and other Halloween festivities in October that are expensive for families to attend and enjoy. As a cost-effective and community welcoming alternative, the TeenSpace plans, creates, and hosts an annual Halloween Haunted House two evenings prior to Halloween at each of its two TeenSpace locations. For many Santa
Ana youth, the TeenSpace Haunted House is the only Halloween event that they are allowed to attend besides traditional trick-or-treating on Halloween day with their family and friends.

The TeenSpace teens and staff have made an annual Halloween Haunted House for more than five years. Each year, the Haunted House improves, becomes larger, and livelier as everyone in the TeenSpace come together to create and participate in the annual event. Each year, the number of children, teens, and their families who attend the Haunted House increases. Last year alone, there were over 400 Santa Ana families who attended and benefited from the Haunted House at two TeenSpace locations, the Santa Ana Public Library and the Jerome Recreation Center.

**WEED IT AND REAP**
Since its inception, the TeenSpace Haunted House has become a Santa Ana tradition for its community. Former Haunted House attendees consistently mention their desire to attend the following year’s Haunted House, and some attendees even become volunteers themselves to help in the next year’s Haunted House. All TeenSpace teens and staff look forward to putting together the Haunted House.

There are several components that are needed for a successful Haunted House event. The following are essential parts to creating a youth and community friendly Haunted House experience:

9. Pick Location, Dates, and Times
10. Budget
11. Gather and Inform Staff and Volunteers
12. Brainstorm and Choose Haunted House Themes
13. Promote Event
14. Ask for Candy Donations from Community Sources
15. Buy Haunted House Supplies
16. Set-Up Haunted House
17. Run Haunted House
18. Clean-Up and Store Away Haunted House

### 1. Pick Location(s), Dates, and Time
Each Haunted House needs to establish its location(s), dates, and times before proceeding to executing the event. The location(s), dates, and times of the event should preferably be somewhere you can have easy access to, such as your library or other community center. For example, the TeenSpace usually has its event at the library in a large private meeting room and in its large TeenSpace center at the Jerome Recreation Center. For each location that you will be holding a Haunted House event, you will need at least two dates to host your event to let patrons enjoy all the hard work and efforts you have put into creating the Haunted House. For instance, the TeenSpace usually has its Haunted House two days before Halloween at the library and two days at the Jerome Recreation Center on two days during the week prior to Halloween.
experience, it is best to not have a Haunted House on Halloween day because you will be competing for patron attendance with other Halloween community events. For the times to hold your event, it is best to have the Haunted House open in the evening when it is dark outside. The TeenSpace usually has its Haunted House from 6p.m. to 8p.m. in the evening. The location, dates, and times are crucial to the success of the Haunted House.

2. Budget
Every Haunted House needs a budget. The size of your haunted house, the themes you choose, and the materials you will need to put the haunted house together will determine the necessary budget to have your event. For TeenSpace, we spend at least $500 to have a Haunted house at the library and the Jerome Recreation Center. We also recycle what we can from previous Haunted Houses and ask the community to donate candy/materials to supplement our material/decoration needs. It is important to keep track of your budget so that you do not exceed it and can compare what your budget needs for the event is from year to year. No matter how small or large, each haunted house will need a budget that meets the needs of your event.

3. Gather and Inform Staff and Volunteers
As soon as you have confirmed your location(s), dates, times, and budget for your Haunted House, you will need to gather and inform staff and volunteers of the event details. You will need all staff available to be scheduled for the Haunted House’s set-up, operation, and cleaning-up of the event. Each staff member serves as a leader in an assigned role before, during, and after the Haunted House. As for volunteers, the more responsible, mature volunteers willing to help out the happier/thankful you will be. As an incentive, it is recommended that you give volunteer hours for all volunteers. During all phases of the Haunted House, you should provide water and light snacks for volunteers and staff because the event is physically demanding. The staff and volunteers are detrimental to the success of your Haunted House.

4. Brainstorm and Choose Haunted House Themes
The Haunted House themes you choose will set the tone for your event. Some of the themes you might choose are mad scientists, aliens, zombies, ghosts, circus clowns, etc… This is your time for all involved to be innovative and let their imaginations run wild.

5. Promote Event
The sooner you promote the better! Begin promoting your Haunted House at least one month before your Haunted House takes place. Promotion should include flyers, a press release, internet communication via available workplace mediums, and word of mouth through all staff and volunteers to patrons, friends, and family. Successful promotion of your event will ensure that you have visitors during your Haunted House and interest in future special events.
6. Ask for Candy Donations from Community Sources
Since you are having a Haunted House, it is nice to give visitors a small bag of candy after scaring the wits out of them. In order to provide patrons a small treat, you will need to ask the community for candy donations at least one month before your event. You will need to ask community resources for donations via e-mail communication, phone communication, and in person. When asking for candy donations, it is important that you have a letter stating what your intention is with the candy, how the donors will benefit the community at large with their contribution of candy, and includes all your contact information should they be inclined to help. Once the Haunted House event is over, it is extra special to give all donors a thank-you with a simple letter of gratitude and pictures of your successful Haunted House event. Community support is crucial to ensure that your Haunted House is a success year after year.

7. Buy Haunted House Supplies
After you have brainstormed and chosen your Haunted House themes, it is vital that you buy and gather your necessary Haunted House supplies as soon as possible. To make life easier, you should divide the Haunted House themes amongst your staff and have them make a list of materials they need for their different sections. Depending on whether your Haunted House will be inside or outside will determine how much black tarp or large black trash bags you will need to make your Haunted House. Gorilla tape, staples, staples, hammers, nails, and other hanging paraphernalia will become your best friends when you begin setting-up your Haunted House. Necessary art paint, glow in the dark paint, and other decorations will depend on what each Haunted House theme requires. Be sure to have some black lights throughout your Haunted House to ensure that people do not get hurt as they journey through your Haunted House. Many of your Haunted House supplies may be purchased at an art supply warehouse, teacher supply store, and home improvement store. Last but not least, make sure to have costumes and make-up to dress all your staff and volunteers up with who will be working during the Haunted House. Costumes and make-up can be acquired through donations or by buying them. If you buy costumes, you may want to visit a local thrift shop to buy clothes to use. For make-up you can buy it through on-line vendors, a party-supply store, Halloween store, or other stores where they sell make-up. Once you have had one Haunted House, you can recycle your costumes for years to come for future Haunted Houses. To set the mood, be sure to have music and sounds playing throughout your Haunted House as visitors dare to enter and walk through your Haunted House. Buying your Haunted House supplies will help you create your envisioned environment for your event.

8. Set-Up Haunted House
Your Haunted House should be set-up at least one week before your event starts to save your sanity. If you are limited on time availability for the location you are having the Haunted House like TeenSpace has been, you may only have two days to set-up before your event. Whatever you do, do not freak out if you have only two days to set-up! You will need to schedule staff and
volunteers all work day to successfully set-up if you are restricted on time. The more time you have to set-up the better the end result will be and less stressed out. Begin set-up by covering your room or location with black trash bags or black tarp to make the Haunted House dark. Next, partition your Haunted House into the different themes of you choose using portable walls, stable poles, etc… and cover your partitions with black tarp/black trash bags. Finally, have each staff leader decorate their assigned theme section with the volunteers. You should decorate the entrance to your haunted house and any other area that visitors will walk-by on their way in and out to the Haunted House. For visitors, you should have a visible and pre-designated lining-up route for them to safely follow. Once your Haunted House is set-up, make sure that everyone will be walking safely in your venue by ensure that they will not trip over anything by doing a walk-through. Set-up is your time to perfect and ensure that the event will be safe, fun, and successful for all.

9. Run Haunted House
For the day of your Haunted House, you will need to make sure to have several components ready. Make sure that you have the following:

- Plenty of Staff/Volunteers Scheduled
- Costumes/Make-up Changing Area with Staff to Oversee
- Candy Station with Staff/Volunteers
- Music/Lighting Ready
- Someone to take Pictures During Event for Documentation
- Crowd Control Staff/Volunteers Designated
- Staff/Volunteer Haunted House Tour Guides
- Flashlights for Staff/Volunteers to Guide Visitors During Event
-Haunted House Route Plan
- Water/Light Snacks for Staff/Volunteers
- First Aid Kit
- Emergency Plan

You will need to have your staff/volunteers at the Haunted House at least two to three hours before the event starts to make sure they are ready to get costumed and participate. Before the Haunted House begins make-sure all staff and volunteers know what they can do and not do as far as interacting with the visitors during the Haunted House. If you want to, you can have a line for a scary and non-scary Haunted House experience for visitors, in case there are young children or wimps at your event. It is best to take small groups of 5-10 people at a time through your Haunted House for the maximum scare. Each group of visitors is to be led by a designated staff or volunteer who will guide them safely through the Haunted House. Once the visitors have gone through all of the Haunted House, they will be given a small bag of candy as a treat after their trick. At the end of your event, make sure all staff/volunteers return their costumes and set-up for the next day’s event or clean-up the venue if it is the last night of the event. Running the Haunted House is the best part of the whole event process because it brings the community together!
10. Clean-Up and Store Away Haunted House

The clean-up and store away of the Haunted House is a bittersweet moment. Everything must be put away in storage bags or containers in a neat and organized manner to easily access materials should you want to host a Haunted House again the following year. After you clean and store your Haunted House, it is a good idea to reminisce and document the positive and negative experiences in writing with staff and volunteers in order to improve future Haunted Houses. Once the Haunted House is over, it is important to thank donors for their help via a letter attached with pictures of the event. You may also want to report to the public the success of your Haunted House with pictures and a small article that can be displayed at your workplace, your workplace website, etc… Cleaning-up and storing away your Haunted House is faster to do than preparing, setting-up, and running your Haunted House that you may feel amazement at what can be produced when the community comes together.

THE THREE ROOTS OF SUCCESS: CONCLUSION

Planning and running a Haunted House special program can be exhausting but extremely rewarding at the same time. There are three elements or “roots” that support a successful Haunted House experience. These "roots" are community responsiveness, mentoring, and advocacy.

Community Responsiveness

Communication among the library and its patron is vital for the success of any program. All programs, even a Haunted House, need to be able to identify and address issues and needs for its local community. Through communication between the library and its community, solutions can be identified and implemented. At the conclusion of a program, feedback from the community should be collected to gauge and modify the quality and impact of the program. Through the Haunted House, patron/staff/volunteer feedback to the library and TeenSpace helps future Haunted Houses improve in the experience they provide to their guests.

Mentoring

Mentoring is important to the success of each program. An event like the Haunted House permits mentoring to take place between staff and volunteers at various stages of the process of the event. Planning, setting-up, running, and cleaning/storing away the Haunted House allow volunteers to interact and learn from their staff leaders in finding solutions and improvements to the tasks at hand. The life skills that the execution of a Haunted House requires all volunteers to learn and use are invaluable as they work with staff to make the best Haunted House experience possible for all event participants.
Advocacy

Finally, advocacy is the third component essential for a successful program. A special event, such as the Haunted House, needs to be able to reach its community and encourage them to attend. In order to do this, the library and TeenSpace staff promotes the event via fliers, social media, associated internet websites, and word of mouth. The more people are aware about our programs, like the Haunted House, the more likely they may be to support the library and become advocates themselves for the services provided by the library.

Through community responsiveness, mentoring, and advocacy any program can succeed. All three “roots” are required and implemented in the Haunted House by staff and volunteers to create a positive experience and community support. With the use of all three elements, any program can become a success!
Name: Anh Vu

Title: Management Intern

Department: Adult and Youth Services

Title of Program/Service: Card Sharks, Table Tops, and Epic Drops

Target Demographic: Teens

Summary of Program:
A year round program that introduces participants to different table top, card, and video games. Each week participants explore a new game while learning different skills and tasks to succeed in each game.

PLANT THE SEED, WATER, WATCH IT GROW
The room is hot as the sun fades into the horizon. Dusk settles upon the library as patrons walk among the books. The calming silence is a norm as the library settles itself at the heart of the city. For the most, the library is cool and calm. But deep within this building, a room bursts with life. The air is thick with emotions as the teens interact with one another. In the middle of the room, hoots and hollers can be heard as the doors try to cover the ferocity and intensity emitting from within. At the center of the action lies a board sprawled out on top of a table. In red and white coloring, one can clearly distinguish the words written on the board as “Monopoly”. Stacks of monopoly money surround the board as one of the teens grabs a set of dice on the table. He looks at the board nervously and prepares to move into an area filled with hotels. Landing on any of these properties would be a death sentence for him. Sweat falls from his brow as the teens slowly chant in harmony. Roll the dice. Roll the dice. Roll it now! He breathes in, shakes the dices vigorously in his palm. The chanting gets louder and louder as the dice prepares to fly through the air. His hand motions back as the chanting climaxes. The dices fly from his hands and hit the table with a loud bang. Silence falls on the group as the dices rotate on the table. Time slows to a crawl as each die slowly flips to its final side. Eleven. The dices had decided his fate as he moved eleven spaces. He was safe, for now.

As more and more teens came and volunteered at the Santa Ana Public Library, there was a need for an entertainment program. The program would be late in the day after tutoring and workshops had finished. At the end of the programs, all of the students would be free of homework and ready to relax and have fun. Before Card Sharks, Table Tops, and Epic Drops
was established, many if not all of the teens at the TeenSpace would stay after the programs to play different types of games. The gaming session became a ritual as teens continued to play different video and card games. Some of tutors would join in on the fun and realized the importance of having an entertainment program. After a series of education programs and workshops, the participants needed time to relax and have fun. With this goal in mind, the program Card Sharks, Table Tops, and Epic Drops was developed. The program would reward teens who participated in different programs by supplying new games to try and play. Not only would teens be able to try new games, other programs and workshops like Recycling and Green Living Group would get more teens participating. Through careful observation, the TeenSpace notice a need and a way to improve attendance for programs.

As the tutors set a goal, the next important step is to evaluate the necessary materials for the program. Here, the tutors pulled the teens on what they would like to play. For this program, the teens were very open minded and excited to try different types of games. The tutors would look at each game and keep in mind the cost and the total amount of money available for use. Other factors in choosing the game included genre, story, gameplay, and game rating. With all of these factors satisfied, several board games and card games were purchased for program use. Outside of purchasing the games, a specific time slot was assigned to the program with a general area for gameplay. With the materials available, the program proceeded to the next step.

With the games in available to play, the tutors moved to plan out the activities for the program. For Card Sharks, Table Tops, and Epic Drops, the tutors decided to develop a schedule based on the number of games that they had available. Depending on that number, the tutors would be able to determine how long each game should be played. For example, if there are six games readily available, each game would get two months as the program runs on an annual schedule. The duration of play for game varies but one should spend at least one month getting the teens acquainted with the game while spending no more than three months on one game. For each game, the first few sessions are devoted in getting the participants acquainted with the game. Rules and gameplay mechanics are usually instructed during this period. The number of “introductory” sessions is limited to the amount of time it takes to fully teach the basics of each game. After the intro period, the following game sessions would focus on playing the game and learning techniques and strategies to win. By the end of the program, the tutors hold a competition that allows the teens to demonstrate what they have learned about the game. This competition is usually in a form of a tournament with a small prize at the end. Having a tournament at the end of each gaming cycle provides a way to build teamwork, confidence, and an atmosphere of competitiveness within the TeenSpace.

Moving onto the next step of the program, the tutors needed to find a way to advertise the program. Depending on how large one wants the program to be, there are many factors to advertising a library program. For this program, the TeenSpace relied on fliers and word of
mouth to spread the word. Fliers were distributed to important locations such as other branches of the library and recreational centers. While distributing the filers, the tutors would also mention the program to teens and parents in an effort to spark interest. Another useful medium that the TeenSpace used was the city webpage. Here, parents and children are able to look at all available programs offered by the Santa Ana Public Library. Through these mediums, the TeenSpace was able to foster a large amount of interest in many of its programs including Card Sharks, Table Tops, and Epic Drops.

The final step to launching the Card Sharks, Table Tops, and Epic Drops program consisted of data collection. Data collection was important as it provides feedback to address issues and changes. Programs hosted by the TeenSpace are not static but fluid by nature. A program may start in one direction but all that can change as tutors receive feedback on what is like and what isn’t. For this process, the TeenSpace collected data and feedback through two methods. First, attendance would be documented on one sheet for each session. This sheet would be collected and filed under each program. Here, tutors and managers have access to information on when the program took place, who attended the program, and the age of the attendees. The second method of data collection are surveys and interviews. Tutors are responsible for handing out surveys and interviewing teens on different aspects of the program. Responses would be documented as tutors improve the program. When the tutor enacts a change to a program, he or she will document this change and report this change within their monthly reports. A monthly report is produced by tutors working on a program to inform management on recent events for each program. This process is repeated for the entire duration of the program as tutors tinker with different techniques and methods.

WEED IT AND REAP
With the necessary steps, the Santa Ana Public Library started the program, Card Sharks, Table Tops, and Epic Drops. The program would start off small but grow to be large in size. In the early parts of the program, one of the problems encountered with running Card Sharks, Table Tops, and Epic Drops was retaining teens for long periods of time. The program would run one game for relatively long periods of time. Running a singular game can be boring for the teens if all game sessions were exclusively focused on the single board or card game itself. To remedy this situation, the allocated time was split into two sections. On certain days, Card Sharks, Table Tops, and Epic Drops would focus on the current game for the programming cycle. The other half of the days would be "freeplay". These days were open to all games and included popular video games on the available game consoles. The addition of video games came from the strong feedback in the early parts of the program. Teens wanted to diversify and play a whole list of games ranging in a multitude of categories. With only one game per cycle, there was not enough of interest to hold the teen’s attention. As the program expanded to a wider range of games, the rate of retention skyrocketed as the teens played all types of games.
Although started a while back, Card Sharks, Table Tops, and Epic Drops has been consistently praised by many of the teens. During surveys and interviews, many love the sheer fact that the library would by all sorts of games for them to play. Many of teens feel that the program gives them a chance to explore a wide list of games that they personally wouldn't have been able to. It is also understood that the program is a privilege that participating teens get to enjoy. If the teens attend other programs, they get to relax and have some fun playing wonky board games. It is evident that community response has been overwhelming as attendance for all teen programs have risen by a large margin. Teens are getting help for homework or learning about scholarship writing while waiting for Card Sharks, Table Tops, and Epic Drops to start. Overall, the program has been a positive influence for the TeenSpace and the teens that attend the Santa Ana Public Library.

**THE THREE ROOTS OF SUCCESS: CONCLUSION**

Planning a program is fun but challenging at times. There are many things to account from materials to procedure and instruction. Although it can be difficult, getting a program to run and be successful is one of the best feelings one could have. Before I conclude, I would like to impart an important concept. No matter what type of program one decides to run, there are three elements that help lead to a successful program. The three elements or "THE THREE ROOTS OF SUCCESS" enable the program to maximize its own potential.

*Community Responsiveness*

This root is a foundation for communication among the library and its patron. All programs need to be able to observe and address issues and needs for its surrounding community. Through communication between the library and the community, a solution is devised and implemented. Feedback from the community is collected and use to modify program. Within Card Sharks, Table Tops, and Epic Drops, success is heavily contributed with the integration of a community responsive program. Listening to their teen patrons, the Santa Ana Public Library started a program that entertains and rewards for attendance in other library programs. It continued to change after its conception as the teens participated in the program.

*Mentoring*

Another important element is the addition of mentoring within the program. Directly related to the community responsive program, mentoring is not limited to just talking to the participant. Rather, the program is trying to make a positive influence through instruction and advice. Card Sharks, Table Tops, and Epic Drops embody this principle as tutors mentor the teens for the tournament portion of the program. While teaching the teens invaluable skills, tutors advise and guide the teens to success not only in board games but in life itself.
Advocacy
Lastly is the advocacy root within these three elements. Linked to a community responsive program and mentoring, the advocacy root is open advertisement of the program. The program strives to address issues and goals by reaching people through all mediums. Advertisement allows the program to properly inform and garner interest among the people. Patrons should be able understand the issues and goals of a program through the suggested mediums. Once again, Card Sharks, Table Tops, and Epic Drops uses this root to reach and inform its audience. Using fliers and different social media, Card Sharks, Table Tops, and Epic Drops is able to market self to a large population.
Name: Martha “Cat” Torres

Job Title: Library Management Intern

Department: Young Adult

Title of Program/Service: Family Reading and Playtime

Target demographic: All ages

Summary of Program: Early childhood Literacy- Family Reading and Playtime

Family Reading and Playtime consists of bilingual workshops every Saturday for parents and /or guardians and their children to attend. It is beneficial to parents as primary educators and emphasizes parental involvement. It also encourages parents to take advantage of library resources and get acquainted with other parents, as well as allowing them to explore the developmental stages of their young.

The focus in the program is for parents and their children to take advantage of learning, playing, and building a relationship together. A typical workshop includes bilingual librarian/staff that will be facilitating the workshop with several teen volunteers. Librarian/staff encourage and give resource material to parents about different areas of child development and have parent and child interact by reading books, doing finger plays, songs and other activities together. Parent and young child review, discover, and explore many subject areas that help them in their growing relationship as a bilingual family.

Play is important to the healthy growth and development of a child. Through play and educational toys, babies and toddlers and children will discover about themselves, their environment and about social cues. Toys and educational games aid in developing the child’s creativity and build leadership skills and healthy personalities. Play increases skills that children need to learn to read and write. Giving Playtime to children and their parents is the best foundation for success and building a good healthy relationship. When Children play, they learn to solve problems, get along with others, and develop the fine and gross motor skills needed to enhance and master living skills for their future.

Providing educational toys in the library help a child achieve the following: Development of language skills, development of physical skills, social skills, cognitive thinking,
emotional well-being. It is important to provide a safe environment for parents and their family to support healthy growth. This Program will help parents and their kids to bond in such a safe environment where they can take the time to explore along with their children.

**PLANT THE SEED, WATER, WATCH IT GROW**

Santa Ana is one of the largest cities in Orange County with a population of 324,754. Santa Ana Public Library has an interest in and commitment to offering various services that will assist in the improvement of the community as a whole. The Santa Ana Public Library takes great pride in offering the following services: tutoring for students in grades K-12, computer access, a Teen Center, job kiosk, and many different types of story-time including pre-school, school age and family story times, bilingual story-time, and Spanish story-time.

The Santa Ana Public Library is aware of the importance a library institution holds in the community. It has been reported that children who are actively involved in library programming and/or services have a higher likelihood of creating a habit of visiting the library during their adult years. In a community where issues of educational underachievement and low socio-economic status are present, the library has taken an active role in promoting library services that will improve the welfare of Santa Ana families. The library has established itself as a unique institution for the services it offers such as English learning language skills for parents, exposing young adults to various career possibilities through mentorship from library professionals, children’s programming that allow them to acquire the skills needed to be successful students in the future. As story time has been available in the library for years, I wanted to take a different approach and add a few new components to storytimes. My Family Reading and Playtime program focuses on families that come from a low social economic background where parents seldom spend time playing and interacting with their children. I decided to build a foundation for parents/guardians and their children to build a closer relationship. It is said that parents are the first teachers in the child’s life, so it seemed desirable to provide a safe and stimulating environment for these families to develop that bond. I decided that I wanted to bring the playtime aspect during our story time hour, bringing educational toys and other games activities and crafts into the equation.

To start or continue a program we first began by identifying and assessing the needs of the audience and community. Once you have access a need begin gathering information to find out if your community needs programs such as these one, it is important to pay attention to the needs of the community by listening and communicating with parents, and children collecting data of what these patrons are seeking and want or need. Second, we develop a plan, what you are going to do, what steps need to be taken to accomplish putting out the plan, what do we want to achieve and most importantly gathering the resources needed and budget. Third, we present or provide the new service. Finally, we evaluate our services or program.
We began by recruiting volunteers to help out with parents with multiple children and to set up and clean up. This program was tried out during a regular story time hour where the audience was already established. We added information about the program to existing flyers, social media sites, and the monthly calendar, including eligible ages, dates, times, and locations of sessions, as well as eye-catching visuals and key phrases to grab attention. Each session focused on different themes, holidays, and special occasions (birthdays, weddings, animals, food, colors, numbers, etc.). It also emphasized repetition in each session introducing colors, numbers (Spanish and English). The program ran for an hour; introducing the theme, titles of the books to be read (approx. three books, fiction and non-fiction), songs and activities. We collected statistics by counting attendees and conducting small surveys.

I began my preparation for Family Reading and Playtime in 2011. I began running a few sessions at the Jerome Recreation Center. A month later, I was asked to take over the storytime hour at our Newhope branch. I began running the program there with a established audience; attendees from Jerome were given the option to attend at our new location.

**THE THREE ROOTS OF SUCCESS: CONCLUSION**

*Community Responsiveness*
We serve our community’s needs and wants, making changes as we get feedback from our participants. Good leadership and day-to-day decision-making during changes and the attendance of the programs ultimately will determine its responsiveness to the community and how well the mission is served.

*Mentoring*
Through successful listening to parents and participants, constructive relationships are born. Parents ultimately learn to trust and value these relationships.

*Advocacy*
Advocacy is important to any program as it advertises what is being offered. It is also a form to reach new volunteers, participants, and sponsors in supporting programs that will teach valuable lessons and skills to have a better future in our community.
From Seeds to Trees: Grow Your Own
Young Adult Services – Teen Programming

Name: Jose Mendoza and Desirée Noriega

Title: Library Clerk and Senior Tutor

Department: Young Adult Services

Title of Program/Service: Santa’s Corner

Target Demographic: Teens

Summary of Program:
The annual Santa’s Corner event introduces participants to positive community/public relations, humanitarian efforts, and creativity. At the beginning of December, participants discover what is required to have successful Santa’s Corner event at two TeenSpace locations, the Santa Ana Public Library and the Jerome Recreation Center.

PLANT THE SEED, WATER, WATCH IT GROW
The TeenSpace Santa’s Corner started out of a necessity to bring the community together for family-friendly holiday experience to celebrate the winter holidays. When Santa’s Corner began, TeenSpace teens wanted to have a holiday celebration for library patrons, families, and friends. After five years, the TeenSpace Santa’s Corner has become a tradition at the Santa Ana Public Library, Jerome Recreation Center, and Newhope Library. In and around Santa Ana, CA, there are numerous holiday festivities for families to attend and enjoy. As Santa Ana’s population is predominantly low-income the TeenSpace’s Santa’s Corner is a free affordable alternative for several of the city’s residents. In response to the needs of the community during the winter holiday season, the TeenSpace plans, produces, and hosts Santa’s Corner at three TeenSpace locations at different areas of the city. For several Santa Ana youth and families, the TeenSpace Santa’s Corner is the only winter holiday event that they are able to attend with their loved ones. The TeenSpace teen volunteers and staff have created Santa’s Corner for more than five years. Santa’s Corner continues to grow and improve with each year it is hosted. The attendance of Santa Ana youth, their families, and friends increases. Last year, there were over 500 Santa Ana families who attended and benefited from Santa’s Corner at three TeenSpace locations, the Santa Ana Public Library, the Jerome Recreation Center, and the Newhope Library.
WEED IT AND REAP
Santa’s Corner has become a Santa Ana tradition for all who attend. All TeenSpace teens and staff become elated when December comes around because that means that Santa’s Corner will soon come.

There are several things that are need for a successful Santa’s Corner event. The following are important components to create a youth and community friendly Santa’s Corner:

1. Pick Location, Dates, and Times
2. Budget
3. Gather and Inform Staff and Volunteers
4. Promote Event
5. Buy Supplies
6. Ask for Book Donations
7. Set-Up Santa’s Corner
8. Run Santa’s Corner
9. Clean-Up and Store Away Santa’s Corner

1. **Pick Location(s), Dates, and Time**
   Santa’s Corner needs to determine the location(s), dates, and times before proceeding to create the event. The location(s), dates, and times of the event should preferably be somewhere you can have easy access to, such as your library or other community center. For each location that you will be holding a Haunted House event, you will need at least one date to host your event. From experience, to have Santa’s Corner on a Saturday morning on a different Saturday for each location you will be hosting the event. It is best to have Santa’s Corner for 2-3 hours, depending on the expected event attendance, and in the morning anytime between 10am-2pm. Establishing the location(s), dates, and times will make the event successful.

2. **Budget**
   Santa’s Corner needs a budget. You will need to include arts and crafts materials, snacks, decorations, games, pictures, a digital camera, and Santa’s Costume to your budget. For TeenSpace, we spend at least $300 to have a Haunted house at all three of our locations. To save money, we recycle materials from previous events to use for Santa’s Corner. Keeping track of your budget helps you to not go over budget and helps you compare what your budget needs for the events are from year to year. A budget is vital to ensure the success of Santa’s Corner.

3. **Gather and Inform Staff and Volunteers**
   As soon as you have secured your location(s), dates, times, and budget for Santa’s Corner you will need to gather and inform staff and volunteers of the event details. You will need staff scheduled for Santa’s Corner’s set-up, running, and cleaning-up. Each member of the staff needs a pre-assigned role for before, during, and after Santa’s Corner. For volunteers, they will need to also be given a role of what they are to do before, during, and after the event. As an incentive,
you should give volunteer hours for all volunteers. After the conclusion of the event, you should provide water and light snacks for volunteers and staff because the event is physically tiring. The staff and volunteers are essential to the success of Santa’s Corner.

4. Promote Event
The sooner you promote the better! Begin promoting Santa’s Corner at least one month before it takes place. Promotion should include flyers, a press release, internet communication via available workplace mediums, and word of mouth through all staff and volunteers to patrons, friends, and family. Successful promotion of your event will ensure that you have visitors during Santa’s Corner and future events.

5. Buy Supplies
Once you have planned your event it is crucial that you go buy your supplies as soon as possible. To make life easier, you should divide the following Santa’s Corner areas among your staff: snacks, games, entertainment, arts and crafts, costumes, music, and pictures. Each staff member in charge of each area of Santa’s Corner needs to make a list of materials they need for their sections. Buying Santa’s Corner supplies will help you create a cheerful and pleasant event.

6. Ask for Book Donations from Community Sources
All youth who come to Santa’s Corner enjoy receiving the gift of a book. In order to provide visitors with a book, you will need to ask the community for book donations at least one month before your event. You will need to ask community resources for donations via e-mail communication, phone communication, and in person. Since you are a library, you can also ask the Friends of the Library, Children’s Department, and Young Adult Department for discarded books to give away as gifts during the event. When asking for book donations, it is important that you have letter stating what your intention is with the books, how the donors will benefit the community at large with their contribution, and includes all your contact information should they be inclined to help. Once Santa’s Corner is over, it is nice and appropriate to give all donors a thank-you with a simple letter of gratitude and pictures of your successful Santa’s Corner. Community support is important to secure Santa’s Corner success every year.

8. Set-Up Santa’s Corner
Your Haunted House should be set-up at least 1-2 days before your event starts. If you are limited on time availability for the location you are having the Haunted House like TeenSpace has been, you may only have two days to set-up before your event. Have each staff leader decorate their assigned section with volunteers. At minimal, you will need a table for snacks, 2-3 tables for arts and crafts, an area for entertainment/games, a table for book-giving, and a decorative area for Santa Claus and picture-taking. For visitors, you should have a visible and pre-designated lining-up route for them to safely follow to meet Santa Claus, whom can be one of your staff or volunteers. Set-up is your time to make the venue a safe, cheery, and fun for all.
9. Run Santa’s Corner
On the day of Santa’s Corner, you will need to make sure to have several elements ready. Make sure the following is ready:

w. Plenty of Staff/Volunteers Scheduled
x. Costumes/Make-up Changing Area with Staff to Oversee
y. Book-giving Station with Staff/Volunteers
z. Music Ready
aa. Someone to take Pictures During Event for Documentation
bb. Crowd Control Staff/Volunteers Designated
c. Photographer to Take Visitors’ Picture with Santa Claus
dd. Area for Entertainment/Games
ee. Snacks
ff. Water/Light Snacks for Staff/Volunteers
gg. Arts and Crafts Area
hh. First Aid Kit
ii. Emergency Plan

You will need to have your staff/volunteers at Santa’s Corner at least one to two hours before the event starts to make sure they are ready to get costumed and participate. Before the event starts verify that all staff and volunteers know what they can do and not do as far as interacting with the visitors during the event. For taking pictures with Santa Claus, make sure there is a lining up system that is overseen by staff and volunteers to create the best experience possible for all visitors. Also, make sure that patrons know that their picture with Santa Claus will be available for pick-up the following week at the library or other Santa’s Corner location they visited. At the end of your event, make sure all staff/volunteers return their costumes and help clean-up the event location. Santa’s Corner brings delight to visitors, staff, and volunteers!

10. Clean-Up and Store Away Santa’s Corner
The clean-up and store away of Santa’s Corner is quick. Everything should be stored in storage bags or containers in a neat and organized manner to easily access materials for use again the following year. After you clean and store Santa’s Corner, you should discuss and document the positive and negative experiences in writing with staff, volunteers, and patrons in order to improve the event in the future. When the event ends, it is important to thank donors for their help with a letter attached with pictures of the event. You may also want to report to the public the success of your Santa’s Corner with pictures and a small article that can be displayed at your workplace, your workplace website, etc… Cleaning-up and storing away your Santa’s Corner should be fast, efficient, and a time for reflection.

THE THREE ROOTS OF SUCCESS: CONCLUSION
Preparing and running a special program like Santa’s Corner can be tiresome but immensely gratifying. There are three elements or “roots” that support a successful Santa’s Corner experience. These “roots” are community responsiveness, mentoring, and advocacy.
Community Responsiveness
Communication among the library and its patron is vital for the success of all programs. All programs, including Santa’s Corner, need to be able to identify and address the community’s issues and needs. Through communication between the library and its community, solutions can be identified and incorporated. At the conclusion of a program, feedback from the community should be collected to gauge and modify the quality and impact of the program. Through Santa’s Corner, patron/staff/volunteer feedback to the library and TeenSpace helps future Santa’s Corners improve their community’s experiences.

Mentoring
Mentoring is important to the success of all programs. Santa’s Corner allows mentoring to take place between staff and volunteers at various stages of the process of the event. Planning, setting-up, running, and cleaning/storing away Santa’s Corner allows volunteers to interact and learn from their staff leaders in finding solutions and improvements to all aspects of the event. The life skills and knowledge that Santa’s Corner requires all volunteers to learn and use are invaluable as they work with staff to make the event memorable for all involved.

Advocacy
Lastly, advocacy is the final element essential for a successful program. A special event, like Santa’s Corner, needs to be able to communicate with its community and encourage them to attend special events. To do this, the library and TeenSpace staff promotes the program using fliers, social media, associated internet websites, and word of mouth. When the community is regularly made aware about our programs, they are more likely they may be to support and engage in the library, which ultimately, becomes the community’s form of advocacy for the library.

Through community responsiveness, mentoring, and advocacy all programs can succeed. All three “roots” are required and implemented in Santa’s Corner by staff and volunteers to create a memorable experience and full of community support. The use of all three elements will propel any program to be a success!
From Seeds to Trees: Grow Your Own
Young Adult Services – Grant Awards

Name: Beatriz Preciado
Title: Librarian/ Workforce Investment Act (WIA) Project Coordinator
Department: Young Adult Services
Title of Program/Service: Seeds to Trees Digital Media Technology Academy/ WIA
Target demographic: Young Adults Ages 16-21

Summary of Program: The program offers youth a work experience opportunity in the field of digital media. Students actively participate in the program for an 11-month period where instruction in the field is provided through a partnership with Rancho Santiago Community College District (RSCCD). Throughout program enrollment, students attend a variety of workshops to assist with education, employment and community engagement.

PLANT THE SEED, WATER, WATCH IT GROW
In the city of Santa Ana, a majority of youth belong to underprivileged communities, often impacting student success and academic excellence. Being from a disadvantaged background, students face a number of obstacles related to low socio-economic status such as higher likelihood of dropping out from high school, less likely to pursue higher education, increased presence of gangs in neighborhoods and higher crime rates. It is evident that youth who do not hold a high school diploma have limited accessibility to additional education, training and the workforce. As a result, the Santa Ana Public Library has developed a work experience program to equip students with the knowledge and skills needed in order to successfully and positively contribute to their community.

In order to develop a work experience program for youth, the first step is to identify a need or service gap at the local library or within the community. The Santa Ana Public Library operates CTV-3, the city channel, and updated content is needed on a daily basis. As a result, the library has established a partnership with Rancho Santiago Community College District (RSCCD) to provide instructors who have professional expertise in the following media arts areas: scriptwriting, digital music, video production, website and graphic design, and marketing. Depending on the service or the focus of the work experience program, it is advisable to find a community partner to provide specific skills set for the youth. Students in the media arts program, earn a Pre-Production and Digital Media Technician certificate, awarded by RSCCD upon course completion. Once this partnership has been determined, a plan of action related to the retention of youth and program sustainability must be implemented. To compensate students, depending on budget and/or resources available, incentives such as gift cards or weekly monetary stipends can be offered. Youth enrolled in the library program receive a weekly stipend of $100.00, which includes media arts training and video production efforts. Having a plan of
action in motion, it is time to start recruiting youth who are interested in the training that will be provided by your organization.

Creating a flyer is one of the most practical methods that can be used to promote the upcoming program (Media Arts Training Flyer attached). On the program flyer, it is important make sure to include the type of opportunity (paid or unpaid), description of the program, and contact information. These flyers can be distributed to partnering agency, school districts, contacts, and posted on social media sites as well. Additionally, if the library has a strong presence of young adult volunteers, this would be an ideal group to encourage joining the training program. Emphasize to this group of individuals, the number of spaces available and have them share the information with their circle of friends. Former program participants of the Santa Ana Public Library often recommend the program to others in their network consequently the demand for the program continues to increase, strengthening its sustainability in the community. In order to reach new audiences it is important to perform community outreach and recruitment at various events. Library staff members attend health and job fairs, disseminate program information at different venues and continue to promote the paid work experience program. Consequently, the demand for such program is at an all-time high.

Applications for the program should be distributed at designated dates and times. Once the youth submits his/her application and has provided all the needed documents, an interview can be scheduled. The interview is a good place to get to know the interests of the candidate and determine if the program will assist with student aspirations related to employment and education.

Once all students have been selected for program participation it is time to start the training that has been advertised. Provide students with a monthly calendar listing days and times of activities. A complete program year calendar, outlining specifically what takes place during the program is attached for review. Throughout the program, students will attend training sessions, hands-on opportunity using newly acquired skills, library professional association meetings and conferences and workshops in various areas aimed at increasing personal and professional growth of the students.

The Seeds to Trees program measures audience and community impact in quantitative form. Quantitatively, the following components of the program are measured:
- increase in literacy and numeracy skills
- number of school dropouts who earned a high school diploma during program enrollment
- number of students completing a high school education
- number of students entering post-secondary education
- number of students entering the workforce

Additionally, the program also assesses number of individuals who earned an occupational skills certificate or credential. To measure an increase in literacy and numeracy gain, a pre and post examination of the Test of Adult Basic Education (TABE) is administered to all participants. Test scores help to reveal whether students increased or decreased in their skill attainment. Qualitatively all participants provided personal testimonials of the benefits gained as a result of program participation. (Personal testimonials from former and current participants are attached)
WEED IT AND REAP
In coordinating the work experience program I was unsure how many youth would be interested in participating. However once the promotion and marketing stages for the program began, a large number of teens expressed interest in wanting to be involved. The training in media arts is highly needed in today’s technologically advanced society. Students can apply their newly gained knowledge for both educational and professional endeavors. On a yearly basis, the Collaborative Summer Library Program (CSLP) invites California youth to create a promotional and engaging video for Summer Reading. Youth from the Santa Ana Public Library have submitted a video entry and have won the Teen Video Challenge for two consecutive years. The students have received positive feedback from the community, being recognized at the City Council Meeting by the Mayor of Santa Ana in front of peers, instructors, library staff members and family. You’re invited to view the student’s video here: [http://youtu.be/yJVW53McvBQ](http://youtu.be/yJVW53McvBQ).

One of the difficulties faced in coordinating such program is the limited number of openings versus number of interested youth. In the first year of the program, this was not an issue however through word of mouth, advertisement and marketing in its second year there were a total of approximately 50 youth on a wait list. All youth are deserving of the opportunity therefore in year 2 library staff met and created a set of interview questions related to media arts training and teamwork oriented. Library staff is not concerned with former training or experience, but most importantly that the youth will conduct him/her self in a responsible and ethical manner during all scheduled shifts.

Another concern encountered during program was youth being absent or constantly arriving late for scheduled trainings and/or work sessions. Although not surprised, I was unsure how to find a solution that would motivate the youth to be responsible and fulfill program obligations. In year two of the program, all students were given an Attendance and Expectations of Program Participants policy. The policy sets a standard for attendance, punctuality and productivity in the workplace. Additionally, to minimize absences and tardiness, students must review monthly calendar with Program Coordinator to address any potential questions about meeting times and dates. For students who continued to have challenges, they individually meet with library staff to find solutions by obtaining additional support services such as a bus pass or time management skills. The Santa Ana Public Library works closely with the Santa Ana Work Center, a one-stop center connecting the community to resources, skills and opportunities to find better employment opportunities. When dealing with youth it is important to establish a good rapport, always remain empathetic, and be resourceful in assisting them.

I was interested in coordinating a work experience program and working closely with youth because of my educational background in the Social Sciences. Having grown up in Santa Ana, I felt this was a wonderful opportunity for students to receive the needed tools in order to find their own personal success story. Throughout the program, I often share my educational experience with the students in hopes that more of them step foot in a higher education setting. Each youth has unique challenges in their life, therefore I enjoy learning and finding resources available in the community to facilitate whatever it is that they are trying to achieve. Providing employment, educational and life skills to youth in the city of Santa Ana can have a tremendous impact in their lives therefore the importance of such program.
THE THREE ROOTS OF SUCCESS: Conclusion

Community Responsive Programming
As library professionals it is important to fully know the needs of the community we serve. To gradually improve our city, it is essential for libraries to provide resources and/or information allowing individuals to thrive and in turn positively engage in community contribution. The Media Arts work experience program is a prime example of responsive programming. It teaches young students about responsibility, creating positive relationships with their peers and library staff members, and obtaining the tools to continue with higher education or prepared professionals in a competitive job market. The knowledge and skills introduced to the students throughout program participation is significant and can be applied to all areas of their life. As a Public Library, it is rewarding to have the opportunity to witness the student’s evolve to mature, young adults pursuing their hopes and dreams.

Mentoring
The Media Arts work experience program provides students with the opportunity to interact with various mentors throughout program participation. As the Project Coordinator, you have the ability to establish a positive connection with the youth, facilitating the process of achieving their various goals related to employment, education and life skills. In addition to the Program Coordinator, students also receive mentorship from the Media Arts instructors. These instructors are professionals who advice the students on networking, internship and best practice methods. All students participating in the program are also assigned a Mentor who works with them on a one-on-one basis, specifically assisting with academics. Having positive adult role models is important for these students from Santa Ana. In keeping with community responsiveness, this program provides a year of Mentorship follow-up. Although youth are no longer enrolled in the program, Project Coordinator will call the students biweekly to ensure that he/she is on track with their individual plans. It is evident that the mentorship component is necessary for program success.

Advocacy
The work experience program focusing on Media Arts helps to create advocacy for the library. The youth in the program are exposed to a number of resources, workshops and information for informed decision making. In particular, youth have the opportunity of creating content for the city channel; attend conferences for further personal development, networking and employment preparation. Students also receive a one-year complimentary membership to the professional library association: Orange County Chapter of REFORMA. Throughout the entire program, students witness the number of available opportunities and are encouraged to pursue their passions and interests. Such program helps with the transformation of the library role in our society and students experience firsthand that there is more to libraries than books. At the Santa Ana Public Library, students can find a rewarding employment opportunity, friendly and positive staff, activities and fieldtrips all which serve to strengthen the program. Many of the current and
former program participants invite their siblings, family members and/or friends to participate, therefore advocating for our library services to their peers.
From Seeds to Trees: Grow Your Own
Young Adult Services – Programming

Name: Kevin Cabrera

Job Title: Library Clerk

Department: History Room

Title of Program/Service: Teen Community Historians

Target demographic: Young Adults

Program Mentor: Cheryl Eberly, Principal Librarian – Young Adult; Manuel Escamilla, Archivist

Summary of Program:
Engage youth of Santa Ana to explore, learn, and research the rich cultural and historical heritage of their hometown. By exploring and participating in various projects and activities in the community it will culminate in the preservation of Santa Ana’s history.

PLANT THE SEED, WATER, WATCH IT GROW

In the search to discover owns self it is imperative to be aware of your surroundings and learn about the history and culture of your environment. It is our belief that knowledge will lead to empowerment which then will produce active community engagement and that if the seed is sown at an early stage a community will prosper at a significant rate. The need of Teen Community Historians program is to teach youth that want to learn about their past in an unorthodox manner through field trips, volunteering, and attending meetings of bordering historical societies. The need is determined because of the high youth population in Santa Ana and the importance becoming active in their community.

The search for these aspiring young historians does not go far; recruitment occurs every Saturday during Teen Club. It is a program that occurs every Saturday that informs the youth about activities, fields trips, and volunteer opportunities that will take place in the coming weeks. Flyers are printed and posted around the library that include dates, times, and location of the Teen Community Historian Program. The program is also advertised by word of mouth, many youth eventually bring their friends from school and they become involved.

The program offers a variety of opportunities that will involve them in their communities’ history. Each week the program has a different session than the previous week. It is encouraged to have the youth share their goals of they would specifically like to learn or if they are interested in a specific area. Taking tours of the downtown areas and learning about the historic buildings is
one example of the activities the Teen Historians partake in. Being able to visually perceive the historic buildings motivates them to research and gain additional knowledge about the buildings history. Teen Historians also attend meetings to the various historical society meetings to become familiar with preservation efforts and difficulties that historians face. Volunteer opportunities at local museums are additional ways to become involved in the history of your community. One example was the youth assisting with the building of an adobe brick house at a local museum. The adobe brick house is being used to teach elementary students about the Rancho Period of California. Having the ability to build an adobe house, the youth were able to learn about Rancho period in a hands-on engaging manner. And while the Teen Historians embark in many different alleys of Santa Ana, there is one particular program that stands out from the rest, Santa Ana Community Oral History Project.

The Teen Community Historians have been very involved in the Santa Ana Community Oral History which its goal is to preserve, document, and archive captured oral histories of residents, businesses and people involved in Santa Ana. Santa Ana consists of such a large dynamic our goal is to record oral histories that encompass all areas of the city. To keep an objective perspective all areas of Santa Ana include the Black, Hispanic, Vietnamese, White communities and all the other small pockets of ethnicities, museums, archives, historical societies, religious organizations, barrio histories, women’s voices, education, neighborhood associations et cetera. We believe that it would not be considered a Community History if it does not include the entire Santa Ana community. The process to conduct an oral history can be rigorous and it is imperative there is a foundation of education. To build the foundation of education there are different phases we go through with the Teen Community Historians. Phase I and Phase II have been mentioned in the prior paragraph. Phase I includes community engagement and attending historical society meetings and volunteering in various museum events. Phase II includes fun field trips around Santa Ana and learning about the different areas and elements of Santa Ana History. Lastly, Phase III of the program consists of a conventional way of learning. A lecture series is hosted for the youth to teach then the process of conducting an oral history. The youth learn about working with audio and visual equipment, how to conduct research on their particular interest of history, contact leads to interviewees, formulate questions, and conduct mock interviews. After a series of lectures the youth are now ready to conduct or co-conduct an oral history with a narrator. Up to date the Santa Ana History Room has conducted 58 oral histories for the Santa Ana Community Oral History Project. About one-third of the oral histories conducted for the project have been with the assistance of the Teen Community Historians. We collect statistics at the beginning of every program by having the youth sign into a sign-up sheet. It functions as an advantage because we are able to gauge the impact of the program. Although we collect statistics for the program we have yet to implement an evaluation process for the youth to complete. An evaluation will allow us to take into consideration the youth recommendations about the program and we can make the appropriate modifications to increase the level of service, learning, and engagement.
WEED IT AND REAP

The communities’ reaction to Teen Community Historians has been and continues to be a very positive response. Community members are pleased to see college students and recent graduates become mentors to youth in an at-risk city. Members are more impressed by the youth engagement within their city because news headlines and collective thought seem to indicate the contrary. The historical societies and museums expressed exuberance to see youth extremely involved with the history of their city. According to Old Courthouse Preservation Society President, the Teen Community Historians is great program and idea to keep the youth active, engaged, and learning about the cities legacy.

The outcome of the program is also a positive result according to community members. The outcome has formed relationships and continued support from museums, archives, historical societies, community members, and history buffs. Whenever a volunteer opportunity arises for these organizations our youth are ready, willing, and able to assist in their needs. Another positive outcome from the relationships formed is the possibility of future jobs or internships for the youth historians that are sincere about a career in history.

Which all the success the program has been there of course have been challenges we have encountered since the commencement of the Teen Community Historians. One of the major challenges is that the youth are committed to their school work and during the school year participation drops off because of school activities and homework. Another challenge is when our older Teen Historians graduate and leave for college. Most of the time it is usually the leader and a great presence is lost. Although there are challenges in every program including Teen Historians, those who are dedicated keep the program thriving and rejuvenated.

I first started with the Teen Community Historians as an intern for the Santa Ana History Room in 2010 for college credit. I interned in the History Room to become familiar with archives, archival practices, resources, research, and policies. This led me to start volunteering in the TeenSpace with the youth and work with those interested in history and engaging them in history related projects. Since 2010, I have been a mentor to the youth and assisting them the projects the Santa Ana History Room has endeavored on. I feel it is a great honor to support the youth in their in work and passions even though they might want to pursue a career in history. My one advice for the youth is to be passionate about what you decide to do in life.

THE THREE ROOTS OF SUCCESS: CONCLUSION

Community Responsiveness

THE THREE ROOTS OF SUCCESS of Seeds to Trees are made up of Community Response, Mentoring, and Advocacy is deeply embedded in the Teen Community Historians Program. The Teen Community Historians program would not exist without these three elements. The Community Response to our program has been very supportive from residents, businesses, and historical organizations. They are delighted to see the engagement of the youth in their local history.
**Mentoring**

When it comes to mentoring for this program, you can see the fruits of mentorship as two-fold. When I commenced involvement in the program, I had the privilege to be mentored by Cheryl Eberly, Principle Librarian – Young Adults and Manuel Escamilla, Archivist. Both provided me with insight and knowledge of preserving community history and working with youth to make an impact in their lives. I then was able to transfer the skills I learned from Cheryl and Manny to the Teen Community Historians and become a mentor to the youth. The priceless knowledge I have acquired in community involvement, history, and mentorship would not have been possible if it was not for the mentoring that Cheryl and Manny provided to me.

**Advocacy**

Lastly, the root of advocacy is important for our program because the youth of Santa Ana will one day become the leaders of the city. It is important for mentors like myself, community members, and others involved in the city advocate for them and offer support to what they do here at the library.
From Seeds to Trees: Grow Your Own
Young Adult Services – Library Services

Name: Kevin Cabrera

Job Title: Library Clerk I

Department: History Room/Young Adult Services

Title of Program/Service: Obituary Index

Target demographic: Young Adults

Program Mentor: Manuel Escamilla, Assistant Librarian/Archivist

Summary of Program:
The Santa Ana History Room initiated the Obituary Index project. The project is aimed to record obituaries published in the Santa Ana Register, Register, and Orange County Register since its inception in 1905. The goal is to make accessible the obituary index to patrons who are doing genealogical research.

PLANT THE SEED, WATER, WATCH IT GROW

The History Room receives a myriad of requests from patrons, historians, scholars, and professionals about assistance with their particular projects. The most common request that is received by the History Room staff is an obituary request. Most patrons who request obituaries are typically doing genealogy research on their family. After countless requests on obituaries it was decided that staff start from the beginning of the Santa Ana Register and index all obituaries published in the paper throughout the years. The obituary index allows staff to cut down research time of scrolling through microfilm and just pull up the index and search the name and date of the deceased person. Since this project started from a service that it is provided the index is not marketed or advertised. However, on the Santa Ana Public Library website a patron can download the research request form and send it to the History Room for assistance. Statistics are not collected on this project but all documentation of research requests are filed and kept.

WEED IT AND REAP

“I think working on the obituary index is an important task because it creates a great way to find obituaries when patrons request them. So far, we have completed five years’ worth of obits, and in that time, I have been able to use it more than once as a reference. Ultimately, the goal is to be able to use this index for nearly all obituary requests as an efficient resource. Also, another goal is to post the index online, so that any local institution can use it as well. But just as important is
that patrons will have an efficient means of connecting to their pasts through the people that have shaped our community.”

- Jorge Miranda, Tutor

We believe the communities’ response to this project will be supportive and appreciative. Those who have experience working with microfilm and searching for obituaries know that the process can be long and tedious; having this resource available will make searching obituaries much faster and more efficient. The major challenge with this project is the timespan it will take to complete this endeavor. As stated in the quote above, to date, five years have been completed in the obituary index in about eight months of work. The Register dates back to 1905 and the Santa Ana Public Library has a copy of the microfilm of the Register dating back to its inception.

Currently, there is no estimated date when the History Room will complete all obituaries. However, once the obituaries are complete it will make searching far more efficient and effective for patrons seeking obits. It will also allow staff in the History Room to allocate more time and energy to other Santa Ana History Projects.

I began working on this project after searching, filing, and responding to numerous obituary requests as an intern in the Santa Ana History Room. The experience gained searching for obituaries allowed me to provide valuable tips and pointers how to successfully search a newspaper microfilm for an obituary. An index was started and training commenced to teach volunteers and library staff how to effectively search and document obituaries in the index. I was able to mentor and teach volunteers and newly hired staff the importance of correctly searching for obituaries.

THE THREE ROOTS OF SUCCESS – CONCLUSION

Community Response
Although the Obituary Index Project is not deeply embedded in THE THREE ROOTS OF SUCCESS as some of the library’s projects, it still consists of Community Response, Mentorship, and Advocacy. Granted, there is no Community Response at the current stage of the project, but we expect and fully believe that when the project is completed the index will be met with overwhelming support.

Mentor
The mentorship aspect of the Obituary Index is what initially began the current project. I was mentored as an intern by Manuel Escamilla. He taught me the proper and efficient way to search for an obituary. I was then able to pass on the knowledge I was taught and the nuanced tricks I learned to Jorge Miranda, volunteers, and other staff in the history room. As of today, Jorge
Miranda has become the History Room’s point person for obituary requests because of how effective he has become at searching for them.

Advocacy
There has been a great deal of advocacy for the Obituary Index within the History Room because those who have knowledge and experience answering requests know how tedious it can become. Advocacy is important because once complete it will save the History Room man hours to focus on various other projects. History Room Staff, Volunteers, and I have been great advocates for the Obituary Index.
My name is Patty Lopez and I am the principal librarian for the Adult Services department of the Santa Ana Public Library. In this portion of the manual you will find the programs, services, and trainings that were successfully completed through the duration of this grant program. There are 2 sub departments under the umbrella of Adult Services. They include Passport Services and the support that we provide for the Friends of the Santa Ana Public Library. My department consists of 5 full-time staff members (including myself) and 6 part-time staff members. On a daily basis, we assist customers in the use of Library Services and promote library services out in the community. We also provide reference, readers’ advisory, and referral services to patrons. Included in our duties, the Adult Services also produces and conducts special programs including, author visits, informational seminars and cultural programs.

Cross-training individuals who worked under this program became a crucial need for our library. Services as well as patrons are very diverse in the City of Santa Ana and the individuals in the Laura Bush program had the opportunity to work in these departments serving patrons. Participants that were trained in the Adult Services department should be able apply for employment at any other public, school, or academic public library since the services and training are similar.

The opportunity to mentor through this program has been a dream come true. In the 24 years that I have worked in this organization, I have always trained those that have had an interest in libraries, including colleagues and volunteers. When we received the opportunity to train people through this grant, it became official training and people had the opportunity to serve in different areas. Seeing this has brought great joy to me personally.

I would like to give many thanks to the supporters of this program and for choosing the Santa Ana Public Library as a recipient of this grant.

Patty Lopez
Principal Librarian
Adult Services Department
Santa Ana Public Library
From Seeds to Trees: Grow Your Own
Adult Services – Information Desk/Reference Services

Name: Santiago Avila

Job Title: Library Management Intern

Department: Adult Services

Title of Program/Service: Adult References Services

Target demographic: Adults/Young Adults Ages 15+

Program Mentor: Heather Folmar, Library Manager; Patricia Lopez, Principal Librarian; Lynn Nguyen, Principal Librarian; Lupita Vega, Principal Librarian; Cheryl Eberly, Principal Librarian; Milly Lugo, Senior Librarian; Roger Jones, Senior Librarian; Kathy Hummel, Senior Librarian

Summary of Program: The Santa Ana Public Library reference desk offers users the ability to ask inquiries for which patrons seek a concrete answer with supporting evidence from materials housed at the library.

PLANT THE SEED, WATER, WATCH IT GROW

Since the foundation of public libraries back in 1848 with the establishment of the Boston Public Library, libraries have set traditions and services that continue to resonate with public libraries to this day. One of the services that has endure the test of time has been the information desk/reference service. The Santa Ana Public Library is a testament of this traditional service within a public library. The “reference desk” as it is commonly referred to at the Santa Ana Public Library is a cornerstone of the library and in a general sense a cornerstone to the librarianship profession.

One of the first things about the reference desk is that there is no such thing as a “typical” day working in the reference desk. As staff members of the reference desk we all have basic training in the various principles of searching techniques, customer service, the reference interview, and dealing with extraneous situations that can come up throughout the day at the reference desk. One minute you are searching for the leading cause for diabetes and the next minute someone is calling to find out why is it that we relate Easter with a bunny and chicken eggs.

One of the main points of working in the reference desk is being able to provide reliable searching techniques for patrons that come into the library unaware of what they are actually looking for. It can be said that about 85% of the patrons that come into the library have a vague idea of what they are truly looking for. Many times it is up to the staff member on duty to help identify what it is that the patron is looking for. The reference interview is a crucial aspect of being able to help patrons find what they are looking for. My experience working the reference desk at the Santa Ana Public Library has allowed me to reach out to various individuals that come into the library without a clue of what they are looking for and ending up with information that is valuable for their academic, personal, or professional lives.
My experience with the reference interview has been to always start by asking general questions about what the patron is looking for. By asking general questions one is able to get an idea of what the patron is in search of. After getting some general subjects and topics from the patron I begin to use our Staff OPAC (Online Public Access Catalog). In many instances when patrons do not have an idea of what they are looking for I type in some of the subject or topics that are apparent to me depending on the answers to the questions that the patron responded. Once I have received the results of my search query, I present the findings to the patron and ask them if the information that was provided in the search query suffices their need. In most instances the patron happy with the results and in other instances I “dig” deeper into the search to make sure that the patron is happy with the information that was found. While working the reference desk, a plethora of topics have been asked by library patrons. It can be said that there is not a topic either too big or too small that has not been dealt with or at least searched for at the Santa Ana Public Library Adult Reference Desk.

Another important aspect of working the reference desk at the Santa Ana Public Library is that of providing optimum customer service to every patron that comes and asks questions to the reference desk or even at that, a patron that is just “floating” around the desk just waiting to be asked, “excuse me have you been helped?” I can still remember the first day of reference desk training, Ms. Patricia Lopez, was adamant at explaining that no matter what, our patrons came first and that we must provide the best customer service that we could provide. Many times it is difficult to read some patrons that come around the reference desk and do not really approach the desk, they are just “floating” around waiting to be asked, “What is it that you are looking for?” The vast experiences that I have lived at the Santa Ana Public Library have been of asking patrons if they have been helped. Many times adults and young adults are not confident enough to go up to a staff member at the reference desk and ask for help. It is up to the staff member to reach out and engage the patron to make sure that his or hers information needs are met before they walk out the doors of the library.

Attending the reference desk is an important part of the Santa Ana Public Library because this desk is located at the center of the library. Once patrons have made their entrance to the library it seems that by default there is a gravitational force that makes them wander into the peripheries of the reference desk. It is important that as staff members working the reference desk we must provide outstanding customer services, provides a strong reference interview, and run thorough searches in order to have a successful transaction at the reference desk. Working the reference desk has its own set of intricacies, not only does the staff attending the desk have to be aware of patrons that come in to the library to search for materials and information the staff members have to be capable of reacting to the various situations that come up and are reported first to the reference desk. Throughout the day-to-day operations of the library the reference desk gets hit with a substantial amount of inquiries about a variety of things that take place in the library. The reference desk may receive complaints or comments about: other staff members, accidents that happen, difficult patrons, emergency situations, and other issues that other staff members working the reference desk have dealt with throughout their time worked at the reference desk.

**WEED IT AND REAP**

On a daily basis the staff attending the reference desk can receive many inquiries of patron that come in and out of the library thorough the day. It is important that in order to maintain accurate counts and to measure and have some accountability of what is taking place at
the reference desk that the staff member keep accurate statistics of the transactions that take place at the reference desk. The Santa Ana Public Library uses a statistical program called “Califa Alta Rama.” This program allows staff the ability to keep track of all of the transactions that take place during the time period that the staff member is on duty. Califa Alta Rama keeps track of the amount of transactions that take place. This online based statistical analysis reporting system allows library administrators the ability to run reports through an online system and find out various statistics that happened on any given day at the reference desk. The reporting system keeps track of a plethora of events and transactions that take place like: Adult Fiction Inquiries, Adult Non-Fiction Inquiries, Youth Inquiries, Children’s Inquiries, Facilities Inquiries, and General Library Inquiries. Keeping statistics while at the reference desk is important because it allows our library administrators the ability to showcase the valuable asset that the reference desk has on the day-to-day operations of the library.

**OUR THREE ROOTS OF SUCCESS: CONCLUSION**

The response that was received from the community has been favorable. The reference desk is a very important part of the daily operations at the Santa Ana Public Library. Community members direct themselves to the reference desk to ask the various inquiries that they may have; an important role that the Santa Ana Public Library Reference plays throughout the daily operations of the library is that of educating the patrons that approach the desk. During my training for the reference desk I was instructed to always try and educate the patrons that approach the desk, ask question like, “Do you know how to search for book?” And “have you search you inquiry using our online access catalog?” I think this is a very important aspect of educating our patrons because it allows them the ability to learn and become competent in searching their own inquiries.

Working the reference desk allows Library Clerks and Management Interns like me the ability to learn from seasoned librarians. Throughout the time period that I worked at the reference desk, I was able to be mentored by most if not all librarians in the adult services department. Each one of the librarians was able to teach me unique techniques that I was able to implement during my shifts while working the reference desk. This mentorship received from all of the supervising librarians allowed me see the good, the bad, and the ugly of librarianship, and it allowed me to create my own style of serving the community and becoming my own librarian.

Being in the forefront of daily operations of the library at the reference desk, staff communicate immensely with the community making staff members at the reference desk and outlet of communication, but most important and outlet of advocacy for the patrons that come into our library. Staffs members can participate in promote interlibrary services that take place throughout the year. A great example is how at the reference desk, we promote events that happen in our Youth, Young Adult, and Parks and Recreation Departments; not only do we advocate for other departments within our library, we also advocate for other programs and services that occur throughout our community. Our library has hosted a variety of events from outside organizations like: the Social Security Administration, Citi Bank Financial, and other organizations that approach our programming coordinators.
From Seeds to Trees: Grow Your Own
Adult Services – Collection Development

Name: Yvonne Rodriguez

Job Title: Library Clerk I

Department: Adult Services

Title of Program/Service: Spanish Collection Development

Target demographic: Adults

Summary: Spanish Collection is very important in our library because most of our patrons are Spanish speakers and to better serve them we developed this collection. In order to develop this collection there are some steps to be followed: the first step is to know the community you are serving, then you need to know your collection, what you have and what you don’t have, the last step is to know the Spanish Language Publishing Industry. These steps are essential in order to develop the Spanish Collection and be successful.

Spanish Materials: The community we serve is composed of mostly Spanish speakers. In order to better serve our Spanish speaking population, we provide important materials in Spanish. We have Spanish library card applications if a patron does not read English one side of the application is in Spanish. We provide our patrons with Spanish library hours, Spanish computer rules for Spanish speakers to read and better understand them. Spanish overdue fines for patrons to know and understand how much we charge if a book or other materials are returned late. We also have Spanish library rules for patrons to be aware of what they can and cannot do in the library. Providing our community with Spanish materials helps them feel comfortable and come to our library in order to take advantage of the services we provide for them.

Selection and Acquisition of Adult Spanish Language Materials: Our community consists of mainly Spanish speakers as a result of our Spanish speaking population our library has a large Spanish Collection to offer our patrons. The selection of Spanish materials is done by Milly Lugo who is the Spanish language collection specialist.

Collection Objective:

She focuses her collection objective in matching the community needs with appropriate materials. To accomplish this objective it is necessary that you:

1. Know the community:
   Knowing the community will determine what kind of materials to buy. Different libraries may have very different needs. For example, when buying fiction vs. non-
fiction, Santa Ana buys 3 times more non-fiction than fiction, because based on circulation figures and patrons’ requests this is what the community wants.

2. Know your collection:
   - Know what you have and what you don’t have.
   - Know what is used and what is not used (fiction vs. non-fiction).
   - Know what is lost, what needs to be replaced, what is being requested.
   - Use computer reports to check circulation figures, lost items, etc.

3. Know the Spanish Language Publishing Industry:
   - Sources of information and book reviews are hard to find: check library journals, publishers’ catalogs, internet sites, magazines and newspapers’ book sections, ARS Bulletin, Que Leer, Críticas (defunct), now a part of Library Journal.
   - The publishing industry changes constantly (mergers or buyouts).
   - There is no quality control, so use reputable publishers.
   - Sometimes, book descriptions are inaccurate (edition vs. printing often used as having the same meaning; no original copyrights date, etc.)
   - Publishers vs. Vendors/Distributors: Libraries may buy directly from publishers, from distributors or from both. There are advantages and disadvantages to using one system or the other, depending on each library’s regulations, personnel, budget etc.

Acquiring Materials:
1. Buying directly from publishers (it can be done!):
   - **Access to all titles.** Publishers provide comprehensive annual or monthly catalogs, in print or online, usually with annotations and reviews. (Planeta, Random-House Mondadori, Océano, Paidós, etc.)
   - **Prices:** Publishers offer good discounts, between 25 to 30 % from list price, even more at the book fairs.
   - **Selection** is completely in the librarians’ hands, not based on a pre-selection made by distributors.
   - **Timeliness:** since there are no intermediaries, publishers can supply the material directly from their inventories in Mexico or Spain. Some of the major publishers have stores (Fondo de Cultura Económica, in San Diego) or offices in the US, (Santillana, Urano and Océano) which make things even easier to acquire.
   - **Workload:** Very labor intensive. Dealing directly with individual publishers requires a tremendous amount of work.
     - Libraries have to request multiple Purchase Orders and this can be a slow and complicated procedure in some cities or counties.
     - The librarian has to do the follow up and take care of problems. In this respect it is essential that the librarian be bilingual, and that he/she knows the city and library’s procedures when dealing with foreign purchases.
     - In libraries that do not have Technical Services, librarians do a lot of clerical work (check orders when they are received, keep track of invoices etc.), monitor order status (lost orders, unpaid orders, lost checks) and customer service/PR (correct problems, apologize for late payment etc.)
   - **Lack of standardized procedures:** Different publishers have different procedures and requirements.
• **Communication:** Sometimes, the Finance Department staff has no experience in dealing with foreign firms or cannot communicate effectively with them.
  ➢ Often, the person the librarian orders from is not the same person processing the order, resulting in conflicting information.

2. **Buying from Distributors:**

- **Access to titles** is limited to what vendors list in their catalogs; usually this is a small percentage of what is available. Information in catalogs is often incomplete or misleading.
- **Prices:** Distributors have to make a profit. They give discounts, but usually they do not specify from what price (wholesale, retail, their price). It is important to clarify this before deciding to use a vendor. They charge between 25 to 100% more than the list price given at book fairs. Librarians may end up paying distributors double or triple the price charged by publishers at book fairs.
- **Selection:** Librarians do not have access to all titles published; their selections are limited to what has been pre-selected by distributors. Not all libraries have the same needs; distributors do not know the specific needs of each library.
- **Timeliness:** By the time catalogs are checked and orders placed, many titles are unavailable (vendors keep small inventories) or out of print (the average number of copies per printing is 3,000)
- **Workload:** Dealing with one or a few vendors is a lot easier than dealing with a large number of publishers.
  ➢ Most vendors in the US have similar systems and can be handled by Finance Departments anywhere.
  ➢ Librarians only need a P.O., and the vendor takes care of any problem that may occur.
  ➢ There is very little follow up involved and minimal intervention from the librarian is needed.

3. **Buying at Book Fairs:**

Attending book fairs is the best way to select and purchase Spanish language materials, not only in terms of quantity but also in terms of quality, for the following reasons:

- **Access** to large and small publishers, large and small distributors, bookstores, media stores. The whole publishing industry is in one place.
- **Educational:** Great opportunity for networking, learning about the trade, exchanging information with colleagues, hearing about and seeing new products.
- **Selection:** Hands-on opportunity to peruse material before buying it (check content, quality, publication date, binding). Librarian does the selection, not the distributor nor the publisher. Only the librarian knows what the particular needs of his /her community are.
- **Variety:** Wide range of materials (over 1,000 publishers at FIL from different Spanish speaking countries)
- **Prices:** Affordable prices, best quality available; many times not available nor affordable through distributors in the US.
- **Expertise:** Professionals at the fairs can help librarians make their selections by providing information about recently published materials, what is popular or right off the press.
• **Informational:** Fairs provide a very valuable up to date directory of publishers, distributors and guest librarians, with names of contact persons and e-mail addresses.
• **Best of all:** Lots of fun, like a kid in a candy store … and lots of author talks, meetings, lectures etc.
• **Recommended Fairs:**
  - **Guadalajara International Book Fair (FIL):** FIL and ALA invite about 200 US librarians through the Free Pass Program. It includes registration fee, 3-night stay at a hotel and breakfast and $100 toward the airfare. Membership in ALA ($120) is required. FIL takes place in Guadalajara, Mexico, right after Thanksgiving.
  - **LIBER Book Fair:** held alternately in Barcelona and Madrid; invites 25 to 50 librarians from the US and the UK. It includes a 4-night stay at a hotel and breakfast and the airfare. It takes place during the month of October.
  - **Buenos Aires (in April), EXPO** and other book fairs.

• Suggestions for people attending a fair:
  - Contact publishers or distributors in advance
  - Check websites (attached lists) to familiarize yourselves with their products and procedures
  - Attend the orientation sessions
  - Visit the Salón del Libro at FIL (a room with new titles selected by librarians)
  - Monday morning, walk around the fair to familiarize with the place. It’s huge!
  - Accept that is not possible to see everything in 3 days. Don’t panic!
  - First timers, work with distributors or with other experienced librarians
  - Enjoy it!

THE THREE ROOTS OF SUCCESS: CONCLUSION

*Community Responsiveness*
Most of our patrons are Spanish speaker and they take advantage of our Spanish collection, which is very large. We provide many materials in Spanish for our patrons and we help them by showing them where they are located. Some patrons are shy and they don’t feel comfortable coming to the desk to ask for help because they don’t speak English, but I tell them I speak Spanish, then they feel relieved that I speak Spanish and ask for my help. I try to help them the best I can and they are very grateful. I feel happy that I was able to help them and that they take advantage of the collection.

*Mentoring*
There are mentoring opportunities when new employees are hired to help with the Spanish Collection Development. The mentee shadows our Spanish language collection specialist, learns how the collection is developed, and how to acquire Spanish language materials. The mentor can help the mentee by being patient and explains everything step by step in order to accomplish this task.
Advocacy
We promote our services to our Spanish speaking patrons by having a large Spanish Language Collection and helping our patrons locate this collection. We provide our patrons with important information in Spanish and there is always someone on desk who speaks Spanish to better serve them.
From Seeds to Trees: Grow Your Own
Adult Services - Special Event

Name: Kevin Cabrera

Job Title: Library Clerk

Department: Adult Services

Title of Program/Service: Library Exhibitions: Special Event

Target demographic: Adults, Santa Ana Community

Program Mentors: Patricia Lopez, Principle Librarian – Milly Lugo, Senior Librarian

Summary of Program:
Plan, develop, and implement exhibitions in Meeting Room A of the Santa Ana Public Library to promote culture and history of Santa Ana to all members of the community. Exhibitions seek the engagement of community members to encourage active participation in city events.

PLANT THE SEED, WATER, WATCH IT GROW

“Cultural and educational exhibitions are intrinsic to the mission of public libraries. The Santa Ana Public Library provides the community with the opportunity for self-enrichment, not only intellectually but culturally, as well. Exhibitions at the library are one of the ways that the library touches the hearts of its residents and fosters goodwill among them.”

- Milly Lugo, Senior Librarian

A symbol of a great community can usually be determined by the active participation of community members, businesses, and residents with city leaders and service agencies in the creation and marketing of major city events. The Santa Ana Public Library feels that it is imperative to reach out to the adult community of Santa Ana and assist them in becoming involved in library events. Many adults are active in their children’s quest for knowledge and aid them in their school work but they themselves are not engaged and involved with city happenings. The Adult Services department at the Santa Ana Public determined that to motivate parents to become involved in the community, it should have adult programs, events, and exhibitions that deal with Santa Ana’s heritage, history, and cultural dynamics.

The major exhibition the library has hosted the previous three years is State of My Heart/Estado de Mi Corazon. The City of Santa Ana has a majority Hispanic population, and the SAPL feels it is important to connect residents with their hometowns of Mexico with their new hometown of Santa Ana and to not forget the legacy of their culture. We also feel that it is vital to celebrate the legacy and culture that has come to and shaped Santa Ana and to showcase exhibitions that express that legacy and culture. The first year of State of My Heart, the exhibition showcased artists and artwork each of the states of Mexico. There was also a play written and performed by the library’s Teen Club that celebrated the Mexican Army defeat of the French Army at the
Battle of Puebla. Lastly, the exhibition included a short documentary that showcased original oral history interviews from Santa Ana residents that moved from Mexico to Santa Ana as they shared their immigrant experience.

The Second Annual State of My Heart: My Town/Mi Pueblo exhibition displayed artwork and photography that community members brought in from their hometowns in Mexico. The exhibition also presented historical and cultural paintings of landmarks in Santa Ana. It was essential to emphasize that although Mexico will always hold a deep place in our hearts; Santa Ana continues that profound relationship to our past. The Third Annual exhibition is focusing on presenting a curated collection of Traditional Mexican Dress and Rebozos, as well as displaying folkloric dance.

Planning for the exhibition usually begins four months before the date of the event. State of My Heart exhibition takes place the weekend of Cinco de Mayo and is up for the community and public for two weeks after the opening. The exhibition is always presented in the Santa Ana Public Library’s Meeting Room A. The committee for the event is comprised of about five staff members that work in conjunction with each other to create guest lists, invitations, promotional items, and programs. One staff member is usually in charge of food, beverage, utensils, and decorations. Contacting, meeting, and collecting items that will be displayed for the exhibit are handed by the staff member who will be the Curator of the exhibit. Developing relationships with community members is vital because many times items have a sentimental significance to the owner and it is important to handle items with care. The Curator will also lay out the floor plan for the exhibit in Meeting Room A. Another staff member is in charge of the program and agenda for the night of the event. All information such as contributors, residents, organizations that have been involved will be acknowledged in the program. All the artwork/costumes are also represented in the program. Labels are created for all the displayed items using Microsoft Publisher. Due to the Meeting Room having multiple purposes and it being shared by other departments and community organizations, the exhibit is set up one or two days before the Grand Opening.

Marketing and Advertising for the event takes place months before the exhibit. The flyers that have been made will be sent out to the community and organizations around Santa Ana. A notice is placed on the city website and in the city bulletin. Information about the event is also spread between organizations and by word of mouth of community members and staff. Flyers are posted at the community centers and libraries of the city, media contacts are notified of the upcoming event. Lastly and most importantly, a Press Release is written, approved, translated into Spanish, and released to the general public for the grand opening of the exhibition.

The day of the opening includes an invitation-only VIP reception and is typically hectic as staff finishes the last touches on all the aspects of the event. The event commences at 6:00 p.m. and concludes at 9:00 p.m. The agenda of the event is normally proceeds as follows.

- 6:00 PM – Sign-In and Refreshments
- 6:30 PM – Viewing of exhibit videos
- 7:00 PM – Welcome of Director of Parks, Recreation, and Community Service Agency
Statistics are collected by two methods. The first method is signing in all those community members that arrive during the grand opening reception. The second stat is collected while the exhibit is display for the two weeks after its inception. A staff member collects stats as residents and community members visit the exhibition and at the end of the all stats are collected on how many people visited the display. When the exhibition is completed and disassembled a committee meeting is scheduled to discourse about pluses and deltas. Pluses and deltas provide insight to plan, develop, and implement special exhibits in a more effective manner.

**WEED IT AND REAP**

The response Santa Ana Public Library has received for its Special Programming Exhibitions has been a surprisingly supportive. Internally within the city, council members and the various departments support the SAPL and its endeavors with the culture and history. Community members have also been supportive and responsive to the exhibits at the library. The main reasons are that residents appreciate seeing their culture and history expressed and that it allows them to connect more with Santa Ana. In addition, community members enjoy participating in the development and creation of the exhibit. According to artist Kalim Quevedo, “I feel that passion as an artist is satisfied when my art work on Santa Ana is recognized by the city. My duty as a community artist is complete.” Our exhibition gives artists an additional platform to showcase their talents and work.

Challenges do arise when working with community members. A recurring challenge that has been encountered is that, though deadlines are established for members to turn in art work or items to be displayed, the deadlines are ignored. The second year, art work was brought in the day of the opening. Another challenge is that some works cannot be displayed because too much content does not make a well balanced exhibit. We advise those who bring in multiple items that all might not be displayed. Lastly, another problem encountered has arisen when others try to set up the exhibit and ignore the storyline flow of the exhibit. Although barriers arise, for the most part the exhibition event is generally problem-free and community members admire the final product.

I started working on exhibitions for the library because of my background experience with exhibitions and special programming for museums. The first year of *State of My Heart* I assisted with oral history interviews and transcriptions to display in the mini-documentary. The last two years I have managed the historical research, curatorial, and arrangement aspects of the exhibition. I have a passion to express culture and history through visual exhibitions. In addition to working at the library, I also act as the Curator for the Heritage Museum of Orange County. My career choice and experience has made me the natural candidate for the Curator for all potential exhibits at the Santa Ana Public Library.
THE THREE ROOTS OF SUCCESS: CONCLUSION

Community Response
One of the main characteristics of the State of My Heart exhibit that is vital to the success of the program is the Community Response. All the items that are used and displayed in the exhibition are provided by various community members of Santa Ana. For example, this year’s theme is dedicated to Traditional Mexican Dress and Rebozos. All the dresses and rebozos were lent by residents. If not for outreach and relationships built by our staff members the library would not receive such a large community response. Also, partnerships and relationships developed with community businesses enable us to solicit donations of food and drinks for the Grand Opening Reception. The overall feeling when speaking with community members and businesses about programs and exhibitions is overwhelmingly supportive. Members relish in the face they are involved in city functions and businesses delight in being able to give back in small ways to their city.

Mentor
Mentorship is important to the success of a person’s career. I have had the opportunity to have a few librarians act as mentors since starting off as an intern at the Santa Ana Public Library. Although my work experience has allowed me to Curate exhibitions for the library, I have had help from Patricia Lopez and Milly Lugo with handling the many logistics required to coordinate a successful program. Milly Lugo, Senior Librarian, has assisted in the development and creativity of the Exhibition Program by using Microsoft Publisher. She has also supported my growth in pre-planning the event and development of a timeline of duties to be completed. Patricia Lopez, Principal Librarian, has also been an influential in my maturity as exhibition planner. Patty has a great knack to connect with community members and businesses, and has enabled me expand connections and develop relationships with others in Santa Ana.

Advocacy
The final root of this manual is advocacy. Advocacy is important because members who experience what the library is trying to do for the rest of the community appreciate the fact that their history, heritage, and culture are being celebrated. The library is blessed to have residents, businesses, and community leaders recognize our efforts and advocate for similar programs in the future.
From Seeds to Trees: Grow Your Own
Adult/Technology and Support Services - Programming

Name: Santiago Avila

Job Title: Library Management Intern

Department: Adult Services

Title of Program/Service: ESL Computer Classes

Target demographic: Adults/Young Adults Ages 15+

Program Mentor: Patricia Lopez, Principal Librarian; Milly Lugo, Senior Librarian

Summary of Program: The ESL Computer Classes are a 6-week comprehensive workshop that introduces participants to basic computing fundamentals. Each week participants explore a new computer skill. The first class showcases “Introduction to Mousing”, and the series culminates with “Introduction to the Internet.” All classes are conducted in Spanish.

PLANT THE SEED, WATER, WATCH IT GROW

With Hispanic/Latino immigration levels at all-time highs, it is important that public libraries adapt and provide services that will help the key demographic of Spanish speaking patrons. According to the American Community Survey 2007-2011 (ACS) conducted by the U.S. Census Bureau, 73% of the population in the city of Santa Ana speaks Spanish. At this rate it is essential that the Santa Ana Public Library provide English as a Second Language Computer Classes (ESL Computer Classes). Throughout history humans have developed advancements in technology in order to live a more efficient life. Technology has played an important part in the improvement of our human condition and to insure that all citizens are able to progress, society must help individuals to become educated and aware of such advancements in technology.

This observation can be clearly seen in today’s environment when technology keeps evolving at a record speeds, many times leaving behind those unable to use advanced technology. The job of training and keeping individuals aware and capable of using such technology often falls on the shoulders of public libraries and school media centers. Public libraries and media centers have to
develop content and curriculums to educate their patron base. They must also be aware of the added disadvantage facing individuals not fully capable of speaking the English language. It is up to libraries such as the Santa Ana Public Library both to be an advocate for and provide classes to Spanish speakers that will help them learn to use computers and at the same time enhance their English skills.

Since 2006 the Adult Services Department has responded to the need to develop a curriculum for users to understand basic computer concepts in Spanish. The early stages of this curriculum development began with the vision of two SAPL librarians: Ms. Milly Lugo, Adult Services Librarian and Ms. Patricia Lopez, Principal Librarian, Adult Services. The vision that these two librarians shared was to deliver a curriculum that would give the majority of the residents of the City of Santa Ana the ability to learn basic computer concepts in Spanish and at the same time have the students pick up some English language vocabulary throughout the course. The curriculum was developed and a total of six workshops were created to help train students. The six courses consisted of:

1. Introduction to Computers – Part One (Mousing)
2. Introduction to Computers – Part Two (Microsoft Word)
3. Library Search Techniques
4. Introduction to the Internet – Part One (The World Wide Web)
5. Introduction to the Internet – Part Two (Internet Searching)
6. Introduction to the Internet – Part Three (e-Mail Services)

After the curriculum was deployed, a lively student interest in these new workshops developed. Student wait lists were developed and placed in key locations throughout the library. At the same time a Spanish language flyer was circulated promoting the workshops. Immediately, patrons began to show interest and adding their names to the waiting lists. Some weeks after the lists were completely filled and the first pilot class went into effect.

Once the waiting lists were filled, a whole administrative process began and a team was assembled to implement the classes. First and foremost we needed the cooperation of other librarians to help teach the computer workshops. Resistance was felt from some of the librarians that were not very comfortable with delivering the material. Since only two out of six librarians were willing to teach the material two alternative avenues were explored. The first alternative was to reach out to the community and look for working professionals or students with advance training (College or University) and asked them if they were interested in first assisting/observing the classes then to student teach, and finally to teach the workshops independently. A similar approach was taken with library staff. Bilingual tutors from the adult computer lab began to observe the workshops, assist, and then independently deliver the workshops to Spanish speaking patrons. Once the staffing issue was solved the planning and the organizing of the physical classes began.

Administrative help was needed to help manage the information needed to coordinate the various aspects of the workshops. First we needed to develop a calendar and decide when to schedule the classes. It was decided that classes were going to take place on Saturday mornings since this was most likely to be convenient for working adults. The curriculum that we developed had six components to it and we decided to deliver each component in a two-hour workshop each
Saturday for six weeks. Instructors were assigned to teach the workshops based on instructors’ availability and skills.

Once the calendaring of both the classes was settled and the instructors assigned, it was time to go through the waiting list. Since the teaching lab has only 13 computers, only 13 students could be accommodated at any one time. The students were chosen on the first-come-first-serve basis. I was in charge of the organizing, managing, leading and controlling the administrative aspect of the computer workshops, along with two fellow Tutors, Beatriz Preciado, and Lorenzo Ortega, who assisted in various tasks needed to successfully execute this program.

In order to get in contact with the prospective students, we would make calls after 6:00 p.m., when we hoped they would be home from work. To accommodate these working people, we developed a policy to attempt to contact no-answers at least twice more during the evening.

During our telephone conversations we would ask students for their personal information, including a current mailing address and an alternate telephone number. Once we had thirteen students confirmed, we would send the student a confirmation letter notifying them of their enrollment in our workshop series and a calendar with all of the workshop dates. The letter that was drafted gave students the information that they would need on the first day of the workshops. The letter contained, the names of all of the workshops offered during the course of all six weeks, included the location of the workshops, and a special clause that explained to students that due to limited seat availability students were not allowed to bring companions or children to the workshops. The letters were sent out one week before the class began so that we had time to replace students unable to attend.

We developed an attendance list to keep track of class attendance for each student. In this list, we included the students’ first and last name, their telephone number, and six boxes so that instructors can mark the student’s presence for the particular session the student attended. The evening before the first class, the teaching tutor would make reminder calls to all thirteen students.

On the day of the class the instructor was scheduled to arrive at the Adult Computer Lab at 15 minutes before class time to set up. The setup included a multimedia projector as well as a white erase board with markers. The instructor would also pass out the student materials needed for the day’s curriculum. During curriculum development we developed a series of handouts in Spanish that were created to aid the student. The handout is an identical copy of the PowerPoint presentation from which the instructor lectures. In addition, we added a glossary of technological words in both English and Spanish to the student handout. Once setup was completed students began to arrive for the class at 10:00 a.m., due to parking and first day “jitters” we began class at 10:15 a.m.

On the first day of class, the students were Pre-Tested to check their computer knowledge. The assessment was a thirteen question examination that included concepts that were going to be covered throughout the course of the six weeks. The administration of the Pre-Test could be accomplished in one of two ways: instructors could use the PowerPoint Presentation or they could use hard copies. When using the PowerPoint presentation instructors had to be familiar to
using devices known as “iClickers.” These gadgets allow the instructor to administer an assessment using a remote control and record the data on a computer. This technology is completely optional and was only used by those instructors who felt confident in using the iClickers. Most felt more comfortable using pencil and paper assessments, and at the end of the assessment they would grade the examination and record the score on an Excel spreadsheet. During the final class, students were assessed again using a Post-Test to see whether the student improved or stayed the same. Most students showed a significant increase in skill from their original examination.

As the weeks of the first series passed we began to contact instructors and prospective students for the next series three weeks before the completion of the last workshop in the series. At the end of the series, students that completed all six workshops were given a certificate of completion from the Adult Services and Technology Department at the Santa Ana Public Library.

**WEED IT AND REAP**

During the initial series of our ESL Computer Classes, the response from our community was positive. When the waiting list and promotional materials were distributed throughout the library, patrons began to inquire about the classes and what was necessary to sign up for the classes. After the first three months of the program we had a waiting list with approximately 150 students on standby ready to take the classes. Many of the prospective students were referred by previous students. Word of mouth from previous students eventually helped establish a Student Interest Data Base that had approximately 550 names and was continuously growing.

The ESL Computer classes were so successful that we found a need to open another series of classes in order and try to accommodate and provide education and training to the plethora of community members that were interested in the program. The new set of classes was set for Wednesday evening from 6:30 p.m. to 8:30 p.m. Subsequently, students were able to choose between attending the Saturday classes or the Wednesday classes. We found that interest in the Spanish language classes had spread beyond our community; students from as far as Lake Forest, Cerritos, and Anaheim were coming to our library to take our ESL Computer Classes.

After students completed the course, most felt comfortable sitting down in front of a computer and were able to navigate the Internet with ease. Some of these students began to inquire about attending advance classes referred to more advanced training at other organizations and institutions such as Santa Ana College. Eventually, the decision was made to develop a more advance curriculum that would help students completing the ESL Computer Classes further their knowledge. Three programs emerged from this meeting, the first was a Typing Course in which students were able to learn how to type using the software Mavis Beacon, the second was Words for Work which allowed students the ability to use a program that could assist them in learning profession specific vocabulary from professions such as Medical Assistants and Construction Assistants. The final program that emerged was our series of Advanced ESL Computer Classes that covered in-depth material on how to use programs such as Adobe Photoshop Elements, Microsoft Office 2007, and Internet Tools. We now offer a weekly set of intermediate classes in Spanish that is nearly as popular as the beginning classes.
Paulo Coelho once said, “When we least expect it, life sets us a challenge to test our courage and willingness to change; at such a moment, there is no point in pretending that nothing has happened or in saying that we are not yet ready. The challenge will not wait.” Challenges many times test how people, places and things are prepared to handle the unexpected. The ESL Computer Classes were not an exception to this. Through the years we have conducted the ESL Computer Classes, we encountered many challenges, but we have learned to face them cheerfully and find a way to meet them. One of the challenges that comes to mind is the lack of parking available at the library on weekends. On weekends our main parking structure is closed and patrons can only park in the metered parking spaces adjacent to the library on Ross Street and a nearby county parking lot. Initially, many of the students were late to class or missed it altogether because they did not know where to park. Once students reported this issue, we decided to add parking information to our reminder calls. Students were advised about the parking irregularities that took place Saturday and were instructed to park in the county parking lot. They were given precise instructions and were encouraged to leave early for class to give themselves more time to find parking.

Another issue that rose from the ESL Computer Classes was attendance. Many times students had difficulties in maintaining a fixed schedule and were missing classes. Often we began our series with ten students and gradually lost members as time went on. Remembering “airline over booking,” I proposed the idea of confirming thirteen students instead of just ten. Although we only had computers for ten students we began to confirm the attendance of thirteen students. Since we were able to borrow three laptops from a grant-funded program, all of the students in the class were able to work from their own computer. After we started confirming thirteen students, the average completion rate was approximately eight to ten students per workshop series.

In the winter of 2007 a twenty-year-old Santiago was hired to work in the Technology & Support Department at the Santa Ana Public Library. One of the duties assigned was to be part of the Adult Computer Classes team. With the help of two great mentors, Milly Lugo and Patricia Lopez, I was able to familiarize myself with the curriculum and procedures in a very expeditious manner and by the end of the first month, I was teaching classes and assisting Milly with the administrative side of the program. By the end of 2008, I was assigned full custody of the classes; it was my responsibility to organize, plan, lead, and control the full execution of the ESL Computer classes, under the supervision of both Milly Lugo and Patricia Lopez. During this time period until 2011, I worked closely with a team that consisted of Beatriz Preciado and Lorenzo Ortega. With their assistance, we would execute fourteen class series a year that were offered on Wednesday nights and Saturday mornings. In 2012 the classes were transitioned to Olga Vega, who is the Library Technician for the Adult Services Department as she continued with the program’s success. As of 2012 my role in the computer classes diminished. Since 2012, I have been part of the ESL Computer Classes Curriculum Committee and I also help teach some of the classes that are offered on Saturday mornings.

One of the biggest assets that I utilized during the implementation of the ESL Computer Classes was a competent team that is willing to take charge in challenging situations. Having the support of such team was indispensable to the successful execution of the ESL Computer Classes. A
A team that can execute the vision is essential to keeping the program on track and insuring our students’ learning suffers little or no disruption. A clear example occurred during the summer of 2011. During this time I was finishing my studies at California State University, Fullerton, had enrolled in a study abroad program that was taking place in Costa Rica, and attended a family function in Mexico, and was in Europe for three weeks for World Youth Day, 2011. During the three months of my absence, the classes went on without disruption due to the expertise and dedication of our team.

THE THREE ROOTS OF SUCCESS: CONCLUSION

The Santa Ana Public Library is known for its programs and the impact these programs have due to its commitment to community responsiveness, mentorship and advocacy. Community responsiveness is essential not just to the programs that our institution runs, but in essence one can argue that this is the way that we can measure whether or not a program and service is executed properly. When it came down to community responsiveness in regards to the ESL Computer Classes, the community embraced the classes and now these classes are a must have year after year in our library programming calendar. Looking back at statistics from previous years, during the fiscal year 2007-2008 the average class attendance was 7 students per class the following year this statistic almost doubled to approximately 12 students per class in fiscal year 2008-2009. Community responsiveness was very positive that we were able to build a database with a plethora of names of students that were interested in being called and being part of our programs so that they too can learn how to use a computer in Spanish an at the same time they would learn some English.

Mentorship was a hegemonic component in the execution of the ESL Computer classes. Mentorship was very important in this program because our mentors were able to set a foundation and as the mentees, we built upon their foundations and created a sustainable library program that blossomed and gave many students with zero knowledge of computing skills the ability to have some basic understanding in regards to basic computer concepts. Mentorship between Librarians, Interns, Library Clerks, and Tutors, gave us the opportunity to grow professionally and expand and learn new skills that perhaps we mentees lacked or needed to expand.

The ESL Computer Classes paved the way so that the students that completed the courses during the six weeks not only gained knowledge through the course of the six weeks, but became advocates of learning and especially advocates for our library. Many of our students, before taking our workshops, had no idea of the plethora of services that our library offered; after the students completed the workshops they became “power users” of our library. Getting involved in other sister programs like the Adult Summer Reading Program, Words for Work, not only did these student become advocates for our library, they reached out to their own communities and marketed our services and encouraged other members of the community to head over to the library and get involved with the various programs that the library had.
My name is Lynn Nguyen and I am the supervisor for the Technology and Support Services Department at the Santa Ana Public Library. In this portion of the manual you will find the programs, services, and trainings that were successfully completed through the duration of this grant program. There are 5 subunits under Technology and Support Services, which include Circulation, Technical Services, Technology Support, Adult Computer Lab, and Government Access Channel 3. My department consists of 8 full-time staff members (including myself) and 20 part-time staff members. We offer public access to electronic resources and print materials, through the application of technology advances, training, processing, and lending procedures. We manage the Parks and Recreation web, Library’s web, and online social media presence. We oversee the City’s television channel, by producing and broadcasting content that is educational and entertaining—showcasing community accomplishments, programs, events, and projects.

We are very grateful and thrilled that our Library was awarded the Laura Bush grant. With our limited resources, receiving the grant allowed us not only to keep our existing services, but to expand them to include training opportunities for Santa Ana youth eager to serve their community with new skills.

During the Seeds to Trees program, my department supervised and offered cross-training for 52 part-time staff members: 2 management interns, 4 clerks, and 46 pages. Management interns were enrolled in library school. Some of the training that they received included designing web pages, creating content for social media, and creating a new program on their own. One such program included teaching others how to film and edit video content for our YouTube channel and local TV station. In addition, our management interns assisted with teaching computer classes for adults.

Library clerks were able to obtain experience and an understanding of the functions in the Circulation Unit. The duties assigned to library clerks included registering new borrowers, renewing and updating library card records, checking in and checking out library materials, and attending community outreach events to promote library services. Library Pages had the opportunity to learn about the various collections within the Library. They learned how to shelve using the Dewey Decimal system, assist with book drop collections, and sort collection materials. During community events, pages worked with librarians and staff, setting up for events and participating in programs for children.
My department is very diverse. A number of different skill sets are required to perform a variety of tasks effectively, throughout my department. The Seeds to Trees program offered my staff an opportunity to receive cross-training that would normally have been unavailable to them. For example, a library clerk who would normally work at the Circulation Desk would never have had an opportunity to work in the Technical Services Unit. However, with this program, they were able to observe and receive broad training—to learn about cataloging and other aspects of technical processing.

Cross-training gave Seeds to Trees participants a glimpse of the core functions within each department. For example, in Youth Services, clerks had the chance to assist with programming and storytimes. They helped the librarians prepare crafts that would be used during the program. While receiving cross-training in the Young Adult and Adult Services, the same staff members assisted with patron inquiries and searched for library materials using the OPAC.

I believe cross-training has been invaluable to the Seeds to Trees participants because it provided them with the opportunity to expand existing skills for career development. For example, library pages received cross-training at the circulation desk: checking in and out books, issuing library cards, interacting with patrons in a service environment, handling a cash register, and collecting fines and fees. As a result of the expanded training, they developed the skill set needed to be promoted to a library clerk, or a higher job classification at another library. They even gained invaluable customer service experience that can be applied to any job.

I would like to graciously thank you for having the confidence in our Library to award us this grant. It has been an absolute pleasure and rewarding experience working with the Seeds to Trees grant participants. Being able to introduce volunteers and entry level staff into the library profession, and allowing them to explore the abundance of career opportunities the field has to offer, has been particularly worthwhile upon seeing them eager to continue pursuing a career in libraries and community service. Throughout the years, we have seen many volunteers, library pages, and library clerks become successful librarians within our very own library. In fact, three out of the four Principal Librarians (including myself) started out their career as either a library page or tutor. The knowledge obtained by cross-training offered participants an overview of the library’s operations. It was a time to mentor and encourage staff to pursue and discover their own career paths, placing emphasis on the importance of education, self-development, and exploration.

Lynn Nguyen
Principal Librarian
Technology and Support Services
Santa Ana Public Library
From Seeds to Trees: Grow Your Own
Technology and Support Services – Library Circulation

Name: Yvonne Rodriguez

Job Title: Library Clerk

Department: Technology and Support Services

Title of Program/Service: Circulation Desk

Target demographic: All ages

Summary: An in-depth explication on the training procedures for pages and clerks in the circulation department of a public library.

PLANT THE SEED, WATER, WATCH IT GROW

Training Pages and Clerks

Clerks: Our number one priority is to provide quality customer service to library patrons. Patrols are to receive prompt and courteous service at all times since service is the keynote of all our work. Library services consist of various clerical functions performed at the Circulation desk. Clerks have direct contact with our patrons and mostly all clerks are bilingual English/Spanish. The job functions of clerks are to check-in and check-out books or other library materials to patrons, patron registration, sorting library materials on sorting shelves, check in book drop, check in branches, check in in-house, and processing library cards. Clerks also answer telephone calls, operate a cash register and count the money every night, and renew library materials. Other duties include mends, special billing, and claims return.

Training: The main objective of the training provided is to provide a general understanding of the library policy and procedures that will allow employees to provide quality customer services to our library patrons and community. On the first day on the job, clerical staff is given an orientation. The orientation consists of policies, such as internet policy, sexual harassment, and drug use, procedures, and explaining the primary functions of clerks. Incorporate safety procedures and employment manual elaborating on dress code, breaks, and timesheets. By the first two weeks, clerks should know the basic clerical functions of their job. Everything is explained at once, but the clerical staff is not responsible to know everything right away. Training is an ongoing process because functions can change, there can be introduction to new ideas such as upgrades to the TLC system and promoting special programs or events, like the Summer Reading Program or Dia de los Niño’s event.

When hiring volunteers you teach them the basic functions and then you give them the on the job experience where they will learn and expand their knowledge on library functions. The
foundation is set and the skills are built which will facilitate the training for another position as a clerk/other staff position. For example, in my case I started working as a library page and I learned the basic functions of sorting, collecting and checking in in-house, closing procedures, and shelf-reading. Then a year later I was promoted to library clerk and it was not very difficult for me to learn about the clerk functions because I was already familiar with some of the functions I learned when I was a page. The transition from page to clerk was not overwhelming and I already knew my co-workers. I felt comfortable to ask them for help and as time passed I also felt more confident about myself when working at the Circulation desk.

**Checking Out:** When checking out make sure you have the correct patron on the screen. As books are being scanned keep your eyes on the screen to make sure all books are properly scanned. Desensitize all books, DVDs, magazines, and CDs. Make sure DVDs and CDs are opened and checked to make sure the tape is not torn prior to scanning the item. You need to check all barcodes on Multimedia Sets, Videos, CD’s, and DVD’s to make sure they match. Do not desensitize audiovisuals using the book desensitizer because this will erase the content. If you are concerned that an item is being checked out slightly damaged, place a mending slip on the item indicating the problem and explain to the patron the purpose of the slip. If you feel it should not circulate please inform the patron that it may not be checked out this way. Make sure to hand the patron the checkout receipt with the due date and verbally remind them of the due date. If a patron owes over $5, a payment must be made to checkout. If payment is made, attach the computer receipt to cash register receipt and give to patron. The limit of items on an account is fourteen.

**Checking In:** Morning book drop should be cleared immediately. Make sure to override/change the date prior to checking in library material. Check in as soon as possible since patrons may want to checkout other items right away. If they still have 14 items checked out, make sure items have really been returned or on every new item to be checked out the date will have to be overridden. When checking in library materials make sure the barcode is scanned properly. Check all DVD’s, Multimedia Sets and CD’s prior to checking in to make sure all materials were returned complete and without any damages. If items are missing, mismatched, or damaged, do not check in. Look up the patron and place a copy of their record (receipt) or note on the item with the date and your initials and place item in special billing.

**Patron Registration:** Inquire where patron resides. If patron lives outside of Santa Ana inform him/her of our Non-Resident Policy. Do not waste a patron’s time filling out an application and finding out they do not live in Santa Ana. Hand application out to patron and inform him of what is required to obtain a library card. They need identification with current address. If the current address does not appear on the I.D. inform patron he/she can bring a proof of address, for example a bill or something they receive in the mail with current address under his/her name. Verify all of the information on the application against the I.D. and information provided. Fill in empty spaces on the application. Enter all “basic information” for patron record and save. All other information can be entered in the database at a later time. Ask patron if
interested in using the internet and give the internet agreement to be signed, place a web surfer sticker on the card and add to patron record. Briefly explain library policy to patron. Make sure you give the patron the flyer with the most common fines. For card renewals, verify Santa Ana address and make any record changes. All fines must be cleared before renewing cards.

**Sorting Library Material:** When checking in library material sort items immediately if there are no patrons in line. If you are busy and cannot sort books right away proceed with your duty and come back to sort the items. Do not wait for someone else to sort the items for you. Do not leave unattended stacks of books on the Circ counter. Place checked in items on a truck and label them; however, if possible sort them immediately. If not come back to them later.

**Bookdrop/Branches:** All bookdrop bins should be checked periodically throughout the day and returned items checked in. Branch returns are brought to the Circulation desk by the assigned person and checked in; however, if staff member is absent Circ staff should take over this task. It is very important to keep your eyes on the computer screen to make sure all items are checked in properly. Check in as soon as possible since patrons may want to check out other items right after they have returned books. If they still have 14 items checked out, every new item to be checked out will have to be overridden.

**In-House:** Off table trucks should be checked in and sorted throughout the day. No staff member is specifically assigned this task; all Circulation staff is to assist. All items are to be checked in. These items include magazines, DVDs, multimedia sets, and CDs. Messages that may appear on your screen should not be overlooked. A message may indicate that a book is not in the catalog, is checked out to a patron or department and/or set as a claim return item, lost, etc. This may also indicate that items may have been missing from shelf. All such items that have accrued fines may be waived. Once again it is important that every item gets scanned. We use these statistical figures to evaluate services.

**Processing Library Cards:** Library Card applications need to be completed by the end of the month. Statistics are taken each month and turned into a report. When assigned off-desk task, staff should focus on entering the entire patron’s information in the computer. If you are working at the Circulation desk and all other duties are completed, applications can be entered. However, if there are more than 3 people in line waiting for service, please assist other staff member since customer service is our main focus. Make sure all data is entered accurately and saved.

**Claim Returns:** If a patron claims to have returned items it is the responsibility of the clerk who is assisting him/her to search for the items the first time. If the books are found they are to be cleared off the patron record. If the items are not found you can write out a claims return slip, date, and initial. Place the slip in the basket. The person assigned to do claims return will continue searching for the item. After the third search, give the information to your supervisor to determine if the item will be set to Claims Returned.
Other Duties: Overdue notices, Shelving CD’s, DVD’s, Return PO’S and Branches.

Other Staff Responsibilities: Staff must treat each other with respect and be courteous to each other. Teamwork is extremely important. Staff should sign in at the beginning of shift. Notify your supervisor of any absences or delays as soon as possible and also call the circulation desk, so that changes can be made to the schedule. Any time staff leaves the circulation desk, notify another staff member so that we’re able to locate you for any reason, especially if there is an emergency and we have to contact you or have to account for you. Breaks should be taken after the first two hours of their shift and not in the last hour of your shift, as it may get busy towards closing. Personal calls should be kept brief and use a phone where patrons cannot listen to the conversations. Staff should not sit on the book carts.

Pages: Pages have the responsibility of making sure that all books, magazines, and other library materials are put back in their correct places using the Dewey Decimal System and by alphabetical order. Accuracy and speed are important if the public is to be given prompt and efficient service. Service is the keynote of all our work. They tidy up the library, by going to the study tables and picking up any unwanted books left on there. They are also responsible to raise the flags every morning and lower them every evening. At closing time the pages are responsible to check the public restrooms for any patron who might still be in the restroom and to lock the doors.

Training: On the first day on the job pages are given an orientation. The orientation consists of the Employee Booklet Guidelines and Policies, work schedule, payroll, lunch/breaks, attendance, dress guidelines, lockers, parking, and use of computers, employee library card, injuries and emergency procedures. They are given an overview of emergency management plan/safety, building evacuation, and safety procedures. They are also given shelving information and hands on training.

Pages should work alone. If it is required that two or more Pages work together, you will be informed to do so. If you feel you are not physically capable to perform a task, tell the person in charge promptly. Talk as little as possible in the service areas and use a low tone. Do not visit with friends while on duty. There is no eating in the public area. Make sure that your clothes are neat and clean. Personal telephone calls are to be made from the staff area only and should be kept brief. The telephone at the public desk is for business use and is not to be used for personal calls. Breaks are permitted if you work a four hour shift. Breaks consist of 15 minutes. It is important that you don’t leave the premises at any time while on duty except for assigned duties, i.e. outside book drop at Newhope or taking down the flags. If it is necessary that you leave the premises, please inform someone. No combining breaks with lunch hour. Page logs are to be filled out during each shift that is worked. Please write your name, date, and start recording each truck that you shelve from beginning to end. Exception sheets are to be filled out on a daily basis. Write down the exact time worked. Paychecks are issued twice a month. If you are going to be absent or late please telephone your supervisor as early as possible.
Priorities: It is important to set and initiate priorities. The following is a list of duties that are priority. Note that they may change/vary depending of department needs.

- Shelve library material
- Straighten library material
- In-House
- Shelf-Read
- Other duties as assigned

Shelve Library Material: All books have a place on the shelf.

Novels: Fiction books are shelved alphabetically by the author’s last name. If there are authors with the same last name, arrange them alphabetically by the first name, then by title. If an author’s name is not clear on the spine, do not guess. Take the book to the Circulation desk for repair.

Non-Fiction: Books are arranged in Dewey Decimal System in which books are divided into ten classes. It would be good to become familiar with these ten classes. A call number consists of the Dewey number and the first three letters of the author’s last name.

The ten classes are:
1. 000-General Work
2. 100-Philosophy
3. 200-Religion
4. 300-Social Science
5. 400-Languages
6. 500-Sciences
7. 600-Applied Sciences and Technology
8. 700-Arts
9. 800-Literature
10. 900-Geography and History

Biographies: Single biographies or books on a person are marked with a “B” and the last name of the person the book is about. They are arranged on the shelf by the person’s last name.

Special Collections: There are several special collections such as Literary Criticism, Career, Foreign Language, Reference, etc. It is important you become aware of the various collections throughout the library.

Magazines: Magazines are shelved alphabetically by the title of the magazine.

Take a book truck that is ready or go to the sorting shelves and make up a truck. When filling a truck, place items in the shelf in order. Take out book that are misshelved within the area you are working in. Reshelf books if they are within the same area. Make sure to check the books before and after for correct placement. Make sure the spine is visible when placing a book on the shelf. If the book is oversized turn it on the side to allow it to fit properly. Do not force books on
the shelves this can damage the spine. When you have finished placing your books on a shelf, bring all books out to the edge of shelf (flush) and secure bookend.

**Straighten Library Materials:** To keep books in their proper order shelves must be read constantly. This means making sure every book is in the proper numerical and alphabetical order.

- Straighten library materials as you shelve.
- Pick up material left at the end of the stacks.
- No books should be left on top/side of the books or behind the books on the shelf.
- If books are too tight they should be loosened by moving the books above or below the crowded area. Be sure to keep the numerical sequence.
- Straightening and shifting of shelves should always be combined with shelving.
- Pick up papers/trash, or in-house in the immediate area as you are shelving.
- Do not remove bookends.

**In-House:** In-House are materials used by patrons during the day, but not checked out. For statistical purposes, these items are checked in to calculate the usage of resources in the library. When caught up with shelving go through out the library and pick up in-house thoroughly. Take in-house to the Circulation desk. This allows the circulation to flow easily.

**Shelf-Reading:** To keep books in their proper order, books must be read constantly. This means making sure every book is in the proper numerical and alphabetical order. Shelf read the collection you are assigned to. If your collection has been read proceed to read an area that needs immediate attention. As you shelf read, straighten and shift books if necessary.

**Duties as Assigned:** Supervisor may assign various tasks as needed. They may consist of the following:

- Branches/Snags
- Flags
- Errands i.e. Treasury, Change
- Overdue notices
- Emptying bookdrop
- Sort books behind Circulation desk
- Put away CD’s
- Taking donations down to basement
- Clean shelves

**Flags:** One person can take down the flags at dusk. You should remove a flag at a time and place on book truck so that the flags do not touch the ground. Then ask staff for help to fold the flags.

**Closing:** Start closing at least 45 minutes prior to closing. You should push in chairs and clear tables on balcony area, cubicles near windows, and all other tables on the main floor. Loosen panic bars on door and make sure doors are locked. Turn off lights in public restrooms at closing. Do not hang out in front of the Circulation desk when closing. Walk around and pick up
books that are left throughout the library, push in chairs, and/or assist Circulation if needed. At the end of the day staff leaves together through the patio doors.

**Customer Service:** Good customer service is essential to any organization. It is not only good to have your patrons come back but that they walk away happy and are able to pass on the positive feedback about the library to others in the community, who may then visit the library and will in turn become a repeat patron or even introduce someone else to our library.

**Tips in providing customer service:**

- **Answer the phone**
  1. Make sure to answer the phone when it rings.
  2. Do not place a patron on hold too long.
  3. Speak clearly

- **Don’t make promises you can’t keep**
  1. Reliability is one of the keys to building good rapport, and good customer is no exception.
  2. Think before you agree to anything, nothing annoys a patron than unfulfilled requests.

- **Listen to the patron**
  1. There is nothing more frustrating to a patron than telling someone what you want, need, or problem is and finding out they are not paying attention to you and you need to explain it again.
  2. Allow the patron to talk and show him you are listening by making appropriate responses.
  3. Always suggest solutions for their questions.

- **Deal with complaints**
  1. Do not shrug or make facial gestures.
  2. Give the complaint your attention, you may not be able to please everyone but you may be able to assist the patron in finding a solution.
  3. Allow the library to harvest the benefits of good customer service.

- **Be helpful, courteous and knowledgeable**
  1. Make sure you are aware of the services the library offers this includes story times, tutoring, computer workshops etc.
  2. Do not say “I don’t know”

- **Take the extra step**
  1. Lead the patron to the right location.
  2. Fill out the application for the patron in need.
  3. Direct him to the appropriate individuals.

- **Throw in something extra**
  1. Inform them of any special events going on.
  2. Smile
  3. Welcome them with enthusiasm.
  4. Refer them to a librarian for brief overview of the library.
Process of dealing with difficult patrons: When you work in customer service you will sometimes encounter a difficult patron, at least once. In order to provide good customer service, when you encounter a difficult patron you should listen to what the patron has to say. You need to be patient and not interrupt the patron. You need to try to understand the issue and think about how you can solve it. You should try to solve the issue yourself, if you cannot solve it, ask a co-worker for help. Sometimes when a patron is helped by someone else the patron can have a better understanding about the issue and the co-worker can also reiterate what the other person has said. When a patron hears the same thing from two people they can understand the issue better, this makes it easier for everyone to understand each other and solve the issue in a better way. Then if the issue is still not resolved you should refer the patron to your supervisor.

THE THREE ROOTS OF SUCCESS: CONCLUSION

Community Responsiveness
Our community is mainly composed of mostly Spanish speakers and because we provide services in Spanish we have a large group of patrons who take advantage of our services. We provide important information our patrons need to be aware of in Spanish and also have a large Spanish collection of books and other materials. We try to provide our patrons with the best customer service in order for them to come back and use our library services. When I issue a library card to a child and see their happy and excited faces to write their name on their first library card I feel proud of myself because I did something good for a child and know that the child will benefit from having a library card. When a patron comes to me with a worried expression on his/her face because he/she does not speak English and is unable to help his/her child with homework, I feel happy to inform them that we offer free tutoring for students and I can see a sign of relief on their faces because we can help their child with homework.

Mentoring
There are mentoring opportunities when a new clerk or page is hired by shadowing other clerks and pages who are already working in the circulation desk. The new employees can ask questions or ask for help to other staff members and they will be willing to help them. Mentors can lead new employees in the correct path by showing them how to perform their duties the correct way. A mentor can be someone who has more experience on performing the job and can be looked up at by a new employee in order to learn their job duties. A mentor can also be a friend and help out the mentee in anything he/she can and listen to that mentee. A mentor can encourage a mentee to do a good job and give feedback on what he/she has done correctly or incorrectly.

Advocacy
We promote library service to patrons by explaining the benefits of obtaining a library card. Some of the benefits are: the library card is free if they live in the city of Santa Ana, work for the city, or go to school in the city, they can check-out up to 14 items on a single card, children and adults have access to computers, children can receive free tutoring on homework from grades K-
12, they can participate in programs, like reading programs for both children and adults. We can also provide this information in Spanish for our Spanish speaking population, since most of the staff working at the Circulation desk is bilingual. We can provide our patrons with all this information in English and Spanish in order for them get a better understanding of the benefits of obtaining a library card and to encourage them to obtain a library card.

Anecdotes: These are some of the anecdotes that Irene Garcia, Library Services Assistant had with some of the pages who participated in the grant.

When the first group of participants started working, it became evident that some of them were not eating before their shift started. Our high school kids were in school between the hours of 8am-3pm and their working hours soon followed. In the Circulation department we began to bring in an old-fashioned snack… peanut butter and jelly and a loaf of bread. This soon became a welcomed sight. It became the hang out place before the working shift.

Irene was checking for a page’s work for accuracy and the way he was shelving seem odd to her. She usually has the page check for accuracy with her. Upon correcting his errors the participant mentioned, he had lost his eyeglasses and he had not been able to buy new ones because he didn’t have extra money or insurance. When asked how long he had been shelving without them he mentioned it had been some time. She made a couple of phone calls to nearby free clinics, but unfortunately some had closed or they did not dispense eyewear. A co-worker gave her information about an office in a nearby city with low prices. When the information was given to him, he was reluctant to call, why? because he lacked the confidence and the knowledge of making his first appointment. So they sat down and went over some information they would probably ask him. They even did a little of role play and then she made the initial contact. But it was him that made his eye exam appointment. He was so excited that he had accomplished this task and that he would have an eye exam, glaucoma screen test, frames and lenses. Yes indeed they were both excited about the first eye exam appointment.

Some of the participants needed help with socializing so Irene thought an ice cream social would be a good idea for the pages to socialize. The main point was to have all the participants introduce themselves with other staff in the library. Enjoying ice cream is a great ice breaker. Who doesn’t like to talk about their favorite flavor or remember a funny story and who knew you can never have too many toppings on your ice cream.

These are some of the anecdotes Alma Valdez-Barragan, Supervising Library Service Assistant had with some of the grant participants:

It is very important that all library employees understand the organization’s mission and goals. As clerical staff, we greet library patrons; therefore, it is important that we understand what
every department offers and the department’s objective. Customer service is a significant part of our daily tasks and providing a welcoming environment allows repeated patronage. One thing I always reiterate to staff is that we are an information facility and when library patrons approach the desk to ask for information, staff is never to say “I don’t know.” We are a library and we should be committed to know the answer or if we do not offer a service, staff should always direct the patron to the right location. Therefore, we discourage this phrase and direct the patron to the proper location – the Reference Desk.
Name: David Lopez

Job Title: Library Assistant/Producer

Department: Technology and Support Services

Title of Program/Service: Video Production at Your Library

Target demographic: All ages

Summary of Program: A service provided to the masses that informs and updates the library population and other interested parties of the latest at the public library or other city agency.

PLANT THE SEED, WATER, WATCH IT GROW
Determining if your library or agency needs a video production department can be difficult if you do not know where to begin. You should first evaluate the type of marketing your library uses. Do you have sufficient publications of flyers, calendars, website postings? If not, you may want to consider using video production as an outlet for distributing information to your patrons. If you already have a large amount of marketing and signage, video production can certainly bring a fresh approach to reaching out to your community.

In order to begin your video production efforts at your library or agency you must first consider your current staff members. Many times there are staff members who have hidden talents or aspirations to venture out of typical ‘library work’. At Santa Ana Public Library, for example, we have many individuals who had taken film classes or were pursuing a degree in film or video production. By recruiting these staff members, you will be inviting a person who is eager to explore their creativity and serve your library at the same time. But what if you don’t have the staff members who have experience or knowledge in video production? The first thing you could do is turn to your patrons. You may be able to find these individuals amongst those you are serving. Put out a call with key phrases such as ‘creative, talented, eager, experienced’ and welcome them to volunteer on video production projects. Another way to recruit video production assistance is to recruit in local colleges, universities, or high schools for individuals who may already be technologically savvy or familiar with video production processes. Keep in mind the demographics of your library and give high priority to those individuals who speak the languages of your patrons. These individuals will be a vital tool in conducting interviews and explaining procedures to patrons or talent.
Once you have secured a strong interest in video production staff or volunteers, proceed to look into what equipment you may need to meet your video production needs. There are several approaches you can consider when looking into camera equipment for video production:

1. **Hand held, personal video camera (i.e. Flip style)**
   This option will be your most cost effective choice as these cameras will be the most affordable. They are very basic in function and easily import to any computer. You may be able to find certain cameras that provide in-camera editing.

2. **DV cam format (tape)**
   This option is appropriate if you are looking to use a camera with more functions, but still not too expensive. These cameras typically have lighting and audio adjustments, but use Mini DV tapes which then have to be transferred into a computer via a Firewire cable or USB. These cameras may also be purchased in High Definition (HD), which has optimal resolution, but keep in mind that price will reflect in the quality of your camera.

3. **High Definition (HD) digital (memory card)**
   An HD digital camera which uses a memory card may range in price. Usually these cameras have the best, crispest quality and will make a significant difference in your videos. These cameras can connect to a computer using a USB cable, which usually comes with the camera, or using a memory card reader which you will have to purchase separately. These cameras have many functions, including the upscaling and downscaling of the quality of your image, sound, and lighting.

Cameras are just the fundamental pieces of equipment necessary for creating a video. If you are searching for the basics, a camera and a computer to upload footage are all you will need to start working toward your goal. However, if you want to pursue more advanced, professional-looking videos consider purchasing any or all of the following items:

- A tripod
- Lighting equipment (light kit, soft light)
- External mics and audio equipment (wireless or wired)
- Headphones
- Editing software (you may want to purchase a program such as Final Cut Pro or Adobe Premier Pro)
  - Macintosh platforms come loaded with iMovie free
  - Microsoft platforms come loaded with Windows Movie Maker free on more recent versions of Windows
- Screenwriting software (you may want to purchase Final Draft for more options in screenwriting)
  - Celtx can be downloaded for free
These items will give you a more substantial foundation on video production and will guarantee more flexibility with videos.

There is always the question of funding and budget when working with libraries and city agencies. Consult with those in charge of budget to see if purchasing this equipment is a possibility. Approach them with justification for how these materials will be used. If your library does not have a budget for these items there are many grants that are available for libraries or information institutions that are looking to use video production or digital media as a means for sharing information or training others. You may want to take a look at the MacArthur Foundation, the Institute of Museum and Library Services (IMLS), the Verizon Foundation, Target Foundation, or other local resources that will provide funding for this project.

After your equipment and staff are secured, you will want to draft a media consent form or photo release that describes how you will be using the video footage for the benefit of the library or agency. This will ensure that those you film are in agreement of their image and/or name being used in a video. You can also draft a larger form that can be posted in plain, public sight for all to see expressing that a specific event or location is being filmed. You will want to check with your library’s policies before drafting this. In some cases consulting the city attorney’s office will be necessary since identity and likeness can become a legal matter.

Once you have your equipment, staff/volunteers, your consent forms, and your concept, you can begin creating your videos. As a library, you will want to highlight many of the programs, special events, or services that your library provides. Here are some examples of interesting ways you can capture your library through videos:

**Storytimes:**
Film your weekly or special event storytimes. Capture your library staff members reading and singing to patrons. Film crafts that children and parents may be working on together. Capture the happiness that occurs at your library during these moments by filming expressions, dancing, and perhaps conducting interviews.

**Workshops:**
Film special workshops or classes offered at your library. Show the knowledge that can be gained at your library by interviewing workshop attendees and showing portions of the workshop. You may also want to film the entire workshop and broadcast it for those who cannot attend.
Special events:
If your library hosts an author visit, a motivational speaker, a presentation, a movie night, or another once-in-a-lifetime special event, this is a great opportunity to showcase your library with a promotional video. Be sure to film the audience if the event has a large turn-out.

Library department promotions:
If you would like to highlight your library by breaking it down into sections, use your video production skills to promote the different departments of the library and what they offer. Showcase the collections, computers, staff, special events, and other resources that each department offers. Interview staff members and patrons and truly capture what your library is all about.

Services:
If your library is unique in the services they provide (i.e. foreign language classes, passport services, a unique information desk, a community partnership housed in your library, tutoring, etc.) use a video to inform others about this service. Take this chance to promote what makes your library stand out.

These are just a few examples of how you can incorporate video production into your library. There are endless possibilities on what you can film and broadcast to your community.

In each of your videos you may also want to create a uniform set of credits or contact information. Perhaps include your library location hours, contact information, and links to
websites and/or social media. This will help to keep a constant cycle of promotion and marketing for your library.

When you have found the editing software that best meets the needs of your library or institution, pay close attention to the story you want to tell your viewers. If you’re focusing on literacy, include many images of children and adults reading. If you’re gearing toward community, show outreach or presentations that will be well-received by your patrons. Make your videos informative, concrete, but entertaining…you don’t want to bore your audience.

Uploading or broadcasting your videos will depend on the resources available to your library. Most libraries do not have their own television station or channel, but if you do, you will want to follow your programming procedures for broadcasting. If you will be using online sources such as YouTube, Vimeo, Daily Motion, SchoolTube, or another network, create an account for your agency. Each website provides specific instructions for uploading videos which can be found once you have created an account and are ready to upload. During the uploading process, think of a creative and relevant title that will invite viewers to watch your video. In addition, you will want to use the folksonomy known as ‘tags’ wherein you categorize your videos by adding words or phrases related to the video in your description of the video. Doing this can potential create viewership and help those who are in search of videos like yours find them in a search.

When the time has come for you to advertise your videos or library channel, think about the signing you can place in and around the library. You may want to create eye-catching flyers and distribute them at your circulation and information desks as well as post them around the library. Giving out bookmarks with check-outs and introducing patrons to your videos by word of mouth are also great ways to get your channel or videos seen. And finally, placing your videos on your library’s website will help to boost the viewership of what your library has to offer. Collecting statistics for videos that are uploaded to social media channels is simple. All networks have a way to gather data on how many people have viewed, commented, shared, or liked your videos. These statistics can be useful when justifying your video production efforts in grants or in your agency budgets. It is also a great way to see how well your videos are being received.

WEED IT AND REAP
In the City of Santa Ana, the library and Parks, Recreation, and Community Services Agency are one entity. When this merger occurred in fiscal year 2009-2010, the agency took ownership of the city’s cable channel, Santa Ana CTV3. Santa Ana has improved tremendously because of the CTV3 video productions that highlight not only the library, but all city activity. There is weekly coverage of public and special events, promotional videos about public agencies, non-profit organizations, and academic institutions.
Our agency YouTube currently has over 100 videos that have been produced in-house by CTV3 staff and youth from the library’s many digital media programs. Since 2010, the YouTube page www.youtube.com/santaanalibrary has gained over 40 subscribers and has been viewed more than 30,000 times.

Santa Ana’s CTV3 channel has over 93,000 viewers from both Time Warner and AT&T subscribers combined. These statistics are gathered on a yearly basis and are used for fiscal budget justification.

The Santa Ana community has responded positively to CTV3. Programming is unique to the city because it often provides Spanish programming and has also represented the Vietnamese population by providing Vietnamese translations and interviews. There is a sense of pride from residents when they can see and hear that attention is being placed on language. In this case, communication is key, and at CTV3 we are conscious of our viewers.

From the perspective of a producer, I have received nothing but smiles from the community. Our channel and video production efforts make our patrons and residents feel like they matter because we take the time to be present at public and special events. When someone is approached to be interviewed they may laugh and blush, but when you give them the confidence that they need to answer your questions, they feel necessary, and more importantly, like their opinion counts.

**THE THREE ROOTS OF SUCCESS: CONCLUSION**

*Community Responsive Programming*

Video production in the public library is, undoubtedly, one of the best programs or services that can be provided to meet the needs of a community. We must always remember that a library is a beacon of information that not only provides books and computers, but is a community center where many come to access daily life skills, build relationships, and get in touch with the entire world. Video production extends the information platform further by making it accessible through television and the internet. Regardless of how many in a library’s community actually
enter the building, there are always a great number of patrons who are not being served because they are still unsure of the unknown. By creating promotional, entertaining, and informative videos, the population you serve will grow exponentially. You are giving information to individuals who do not have to leave their home, and that is responsive to a community.

**Mentoring**

At the Santa Ana Public Library we would not have CTV3 or video production without mentoring. This program and service is one of our most popular outlets and we teach dozens of new individuals every year how to create their own videos and broadcast them online for the entire world to see. Programs such as this are an incredible example of how you can tap into the expertise of your staff members and teach new skills to inquiring minds or even to those who never knew they would be interested in video production. If you hold workshops, trainings, or even create online tutorials, there are endless possibilities on the ways you can mentor someone else in video production.

**Advocacy**

Video production in your public library has great potential to create library advocates. When incorporating video production into your library’s repertoire of services, you are modernizing and justifying the role of libraries in society for all. Social media, video production, and overnight stardom is a hot button item in today’s world with youth and adults alike. If you create a strong unit of relevant and fun videos with an active group of videographers, these people automatically transform into library advocates. In our youth programs, so many invite their friends to join because of the great skills they have gained. Before you know it, you have created an advocate who will come into the library for one thing and leave with a million more because of the interest that has led them through those doors.
Name: David Lopez

Job Title: Library Assistant

Department: Technology and Support Services

Title of Program/Service: Social Networks in the Public Library

Target demographic: All ages

Summary of Service: A community of social networks in the public library that connects the library with the patrons and residents they serve.

PLANT THE SEED, WATER, WATCH IT GROW
In a society that is rapidly growing with technology and communication on the forefront, social networking is an essential component of daily life. To determine the need for social networking in the public library is to say you will determine the need for books. Today at least, more than ever, social networks such as Facebook, Twitter, YouTube, Myspace, Tumblr, Picasa, and others, are being utilized to supplement person-to-person contact with the click of the mouse. In Santa Ana, California, like in the rest of United States, children are being raised with an iPad in their hands and desires to see the immediateness of things that comes with the digital world.
In fact, it is the younger generations who are having to educate the older generations on the fundamentals of computers and technology. It’s a completely new language that is full of acronyms, abbreviations, and contemporary lingo that so many are having to learn and adapt to. In Santa Ana there already exists a gap in language being that so much of the population is comprised of immigrants and non-English speakers. Since many of Santa Ana’s residents are living their lives without a working knowledge of English, it is no surprise that computers, internet, and social networking is a skill and service that can expand the lives of those who use it.

In order to expose your community to social networking it is necessary for your patrons to have access to public computers. You also need to have a staff member who is well-versed in social media and who is potential bilingual so they can help with teaching non-English patrons how to use these networks. You will also want to create a relationship with organizations, businesses, or public figures who you know already have active social network accounts. Building these relationships will help you reach a larger population once you have begun.

Before signing your library up for a social network account you should consult accounts that belong to other local libraries in your area or that serve similar demographics. Some factors that you should keep in mind are:

- The look and layout of these pages
- Type of content being posted (text postings, links, photos, etc.)
- Frequency of postings
- Organizations, companies, public figures, etc. who ‘Follow’, ‘Like’, or ‘Subscribe’ to these library profiles
- Any privacy policies, guidelines, user agreements, disclaimers, or other information that may be available

When you begin forming your social networking profiles, you should start by first drafting a policy that can be in place for the public and staff to be aware of the specific regulations about posting content, commenting, ‘tagging’, as well as the frequency with which the library will monitor and update information. Researching these policies from other organizations should be your first step. You may also want to consult a legal expert such as a city attorney or other individual who is accustomed to working with official documents.

Next, you will want to identify the social media networks your library will want to have an active account with. Facebook, Twitter, and Blogspot are all free platforms that can be easily updated on a regular basis. For these systems, regular postings with photos, text, or links can be useful for keeping patrons informed. YouTube is a network that is also free to use, but it would require the use of video editing software and filming equipment. Using YouTube requires updating the profile with videos that inform your target audience of your programming or latest advancements.
Once you have selected the social networks of your choice, consider using a central email address for creating these accounts. This will help to consolidate all emails related to social networks in one location. You may also want to choose a standard name through which social network users can recognize your library. At the Santa Ana Public Library our social networks also encompass the Parks, Recreation, and Community Services Agency therefore the standard name chosen was City of Santa Ana Parks and Public Library. Postings related to these social networks cover events, programs, or updates about the public library and about the Parks Department.

Finally, before making your social networks accessible, you will want to use a unifying image as a profile picture. This will help to keep your social networks organized and it will always give social network followers/users a recognizable photo each time they log in. If in the future you decide to change your profile image, consider keeping the image consistent on all of your profiles.

Now that your social networks are ready to launch, you have to market and advertise your networks in order for your patrons to know they exist. Many people will already be active social network users, but they will still need assistance with locating your library profile. Flyers with links, QR codes, logos, and agency names are a great way to start advertising. Be sure to make these as colorful and eye-catching as you can and post them throughout your library and website. A smaller version of these can also be created and left at circulation or the information desk for patrons to take at their leisure. Another similar form of this is to create postcards with the social networks information and attach them to all public computers, printers, and display cases. Desktop wallpapers on all public computers can also be changed to have information that leads the computer user to access social networks. Meanwhile, consider inviting library staff members to include social media logos in their signatures so that every email that is sent out is an advertisement of the agency. If you work with a population that has residents who speak languages other than English, consider advertising in these languages as well. If each of these measures is taken to advertise social media, your library will be well on its way to gathering a large following on the web. More importantly, you will be providing information to the masses, which breaks the mold of a traditional library. You will be on the forefront of technology and social networking and your patrons will thank you for this.

**Evaluation**

The collection of statistics for social media efforts is quite simple. Each social media website has a form of data gathering that allows you, the profile administrator, to access statistics on followers, likes, friends, views, re-postings, re-tweeting, responses, messaging, trends or, in other words, overall effectiveness of your social network. These statistics can be vital pieces of information if you are ever trying to justify the use, or lack thereof, of technology within you
library community. This can be used when applying for grants, submitting budgets, or placing requisitions.

**WEED IT AND REAP**

When first creating our social media networks at the Santa Ana Public Library, our viewership began slowly. Our library is under the Parks, Recreation, and Community Services Agency so we decided to combine the names and came up with the City of Santa Ana Parks and Public Library. This is the name we currently use for all of our social media updates. There had been a Facebook account previously linked to the library as a business which was not being run directly by the Library or Parks departments we had to first convince social media users that our agency pages on Facebook, YouTube, and Twitter were the official ones. An easy way to fix this if you encounter it is to simply link your social media profiles to your library website so that people are navigated to the correct pages when they are attempting to access them.

Once we had acquired about 200 LIKES on our Facebook page, we decided to create a Twitter account that would work synonymous with the Facebook and YouTube accounts. Something that I feared when we first began social networking at the City of Santa Ana Parks, Recreation, and Public Library is that not very many people would follow us, or even see us, because so many of our residents lack sufficient computer skills to be up to par with current trends. However, what I began to notice is that so many of our patrons were logging into Facebook and Twitter on a daily basis to keep up communication with their loved ones. But even then, our Facebook and Twitter accounts have not been receiving the praise that I had imagined, though the online communities we have created are strong. There is daily activity on the each of the Facebook and Twitter pages while our YouTube videos are updated multiple times a month with new, informational videos for the community.

The reason the Santa Ana Park, Recreation, and Public Library began implementing social media networks in its agency is because of the fast-moving digital age in which the world finds itself. We felt that in order for Santa Ana to reach out to its residents was to make itself known in more ways than one. Having wondered about the lack of social media involvement the library had, I started to approach my supervisor with ideas on how this would influence our statistics and how it would impact the community we serve. I myself use social media for professional, academic, and personal purposes on a daily basis and I felt that I was skilled enough to take the lead on this project. After several meetings, and much research on other libraries that had launched social media profiles, we were ready to put ourselves out into cyberspace. Now, as I monitor our library’s social networks every day, I feel that I can better serve my community’s technological needs. I become aware of city events, programs, activities, job fairs, and exciting information that I can share instantaneously with the click of a mouse. I am happy to know that Santa Ana is now able to maintain constant with trends and I am eager to discover where we can take social media networks and technology from here.
THE THREE ROOTS OF SUCCESS: CONCLUSION

Community Responsiveness
Launching social media networks at your public library is a perfect example of how you can be responsive to your community. In creating a Facebook, Twitter, YouTube, Tumblr, Picasa account or any other social network, you are providing information that is accessible not only to the patrons you are serving, but to the masses. Through the communication that is occurring online, you are building a rapport with every individual who comes across a flyer for a storytime, a photo of a child with their first library card, an invitation for a special event, or a discussion about the latest in literacy. You are placing a tool in the hands of each person who interacts with social media that proves your desire to continue nurturing the connection between your community and the digital age.

Mentoring
You may not think that there are opportunities for mentoring when you provide social media networks for your library patrons, but there are. At the Santa Ana Public Library we have taken the availability of social networks further by conducting introductory workshops for patrons who are interested in learning how to utilize social media. The Intro to Facebook and Social Networking workshops have been a success both for the English and Spanish-speaking populations. In leading these workshops, library staff serve as mentors to those individuals who need to be introduced and guided through the steps of social networking. From creating an account, to privacy settings, and uploading pictures, library staff teaches a new, contemporary skill that puts human beings in contact with one another instantaneously. Patrons who use social media on a regular basis are learning that communication, like technology, is evolving daily and they are prepared to

Advocacy
In every service the public library provides, it is important to measure the potential for advocacy for libraries that might occur. Beginning social networking efforts in the public library inspire something within a patron. Library patrons who follow, like, or become fans of a library’s social network are demonstrating their support of the library’s mission to provide information to all. As library professionals, we are creating advocates in new, exciting, and innovative ways and we see this when others share a post, or comment on a picture, or inquire about a program or service. Start social networking at your public library and you will find that those you interact with will be lovers of libraries even if they aren’t aware of it.
From Seeds to Trees: Grow Your Own

Technology and Support Services – Library Services

Name: Anh Vu

Job Title: Management Intern

Department: Technology and Support Services

Title of Program/Service: Tech Desk

Target demographic: Adults

Summary of Program:
Opened to adults, the Tech Desk is a library program aimed to advance computer literacy in adult patrons. Services provided by this program advance and encourage computer usage among different patrons. Levels of computer literacy differ among each patron. With computer usage becoming common place, the Tech Desk aims to unify these varying levels of literacy into one advance community.

PLANT THE SEED, WATER, WATCH IT GROW

At the end of summer 2012, the Santa Ana Library was running a program called "Digitizing Yourself into the Internet Community". It was a program that taught the community to use and explore social media websites like Twitter and Facebook. The program proved to be successful at teaching a wide number of patrons on how to navigate each website. Classes were held in a workshop setting with a "school-like" environment (group instruction). Although the class proved to be successful, there were still problems within the program. Patrons would enter the class with varying amounts of knowledge. Some knew how to operate browser programs like Chrome and Firefox while others need more instruction. At this point, the Santa Ana Public Library noticed a problem and determined a need. Outside of social media, patrons attending the classes needed lessons in other areas concerning the operation and usage of important computer programs. From Word to Excel, the surrounding community lacked experience in using these basic programs. With both of these elements, the Santa Ana Library created an independent program aimed at teaching patrons about specific programs in a personal environment (one on one teaching).
With a goal in mind, the next step in the process was material and equipment acquisition. Getting the necessary programs for the class proved to be a long process. Librarians would have to conduct polls and surveys for programs that were in demand. With this data, the librarians established a list of programs that many patrons would want to learn. Determining where the program would be held was also an important task. For the Tech Desk, the area needed access to power and the internet as staff and patrons work on each computer. It also needed to be quiet but open and comfortable enough to work for long periods of time. Major equipment that the Tech Desk needed include: computers, scanners, and printers. As the materials were being gathered, time slots were allocated for specific days within the week that the Tech Desk would be opened. Together, these elements create the physics aspects of the Tech Desk.

As the necessary equipment was being acquired, the library staff planned out how each session of the Tech Desk would proceed. Before the patron entered the sessions, he or she could notify the staff on what programs he or she would like to learn during the course. If this was not done ahead of time, the staff member working the Tech Desk would ask the patron on what program he or she would like to learn. With a specific program or task chosen, the staff member would work one on one with the patron guiding him or her on how to operate the task at hand. The session would not be timed but limited to the operating hours of the Tech Desk. During the instruction, the librarian would teach a skill and have the patron replicate the example. At the end of the course, the patron would be asked to complete several tasks that reflect what was taught throughout the lesson. The patron is free to decide how much he or she wants to learn in a session and can comeback to do multiple sessions for one or multiple programs.

**WEED IT AND REAP**

With the opening of the tech desk, the most crucial challenge facing the program was attendance by the community. To tackle this issue, the library turned to its marketing strategy. The first and most important aspect of marketing the program was to understand the target audience. With a large part of community coming from a Hispanic background, the library tailored its marketing strategy to efficiently spread the word within the Latino community. Print publication from the local newspaper helped the library bring in large amounts of patrons. Fliers were also distributed among key places within the community. Such areas as recreational centers were good places to market the new program. Social media sites such as Facebook and Twitter helped the program reach a younger audience. It was essential to inform teens and young adults that there were programs to help their parents and relatives learn the basics of computer operation. Another issue that the program faced was data collection. How does the library collect the necessary feedback to make crucial changes? Luckily, the library staff had a collection of sample surveys from other programs. The librarians used their experience to create a simple yet efficient survey. Through trial and error, the staff members produced a working survey well before the program started.
Currently, surveys are given out to each patron and filled at the end of each session. As the program continues to operate, community response has been positive. Patrons are able to learn new skills at their own pace. The feedback that we have received emphasizes that usefulness of our staff while being patient and well-mannered. People are happy and learning new skills. Although the program has received positive feedback, the library is always on a constant look out for needs and changes within the community. Being stagnant in terms of program offering is not what the Tech Desk is looking to do. Slowly integrating technology into society is the end goal of the Tech Desk. We have accomplished much in a short time but there a lot to be done in terms of technology integration.

THE THREE ROOTS OF SUCCESS: CONCLUSION
Planning a program is fun but challenging at times. There are many things to account from materials to procedure and instruction. Although it can be difficult, getting a program to run and be successful is one of the best feelings one could have. Before I conclude, I would like to impart an important concept. No matter what type of program one decides to run, there are three elements that help lead to a successful program. The three elements or "roots" enable the program to maximize its own potential. These "roots" are community responsive program, mentoring, advocacy.

Community Responsiveness
This root is a foundation for communication among the library and its patron. All programs need to be able to observe and address issues and needs for its surrounding community. Through communication between the library and the community, a solution is devised and implemented. Feedback from the community is collected and use to modify program. Within Tech Desk, success is heavily contributed with the integration of a community responsive program. Listening to their patrons, the Santa Ana Public Library started a program that teaches adults how to use various computer tasks and programs. It continues to change and reflect the feedback gained from their audience

Mentoring
Another important element is the addition of mentoring within the program. Directly related to the community responsive program, mentoring is not limited to just talking to the participant. Rather, the program is trying to make a positive influence through instruction and advice. Tech Desk embodies this principle as librarians instruct and advises patrons on how to successfully operate a computer. While teaching the adults invaluable skills, the librarians are making a positive change in each patron’s life.
Advocacy
Lastly is the advocacy root within these three elements. Linked to a community responsive program and mentoring, the advocacy root is open advertisement of the program. The program strives to address issues and goals by reaching people through all mediums. Advertisement allows the program to properly inform and garner interest among the people. Patrons should be able understand the issues and goals of a program through the suggested mediums. Once again, the Tech Desk uses this root to reach and inform its audience. Using social media sites like Facebook, patrons are being informed on the goals and tasks that the Tech Desk is pursing.

With THE THREE ROOTS OF SUCCESS, any program can succeed. The librarians at the Santa Ana Public Library knew this and incorporated these elements into the Tech Desk. Although a program can be difficult to create and manage, having these three elements is essential in forming a strong foundation. Programs may vary but all successful programs share a similar quality. These roots hold up a program as each strive to make a positive change.
From Seeds to Trees: Grow Your Own
Technology and Support Services - Programming

Name: David Lopez

Title: Library Assistant

Department: Technology and Support Services

Title of Program/Service: Film Camp

Target Demographic: All ages

Summary of Program:
A 10-week comprehensive workshop that introduces participants to film history and aesthetics and the fundamentals of film production. Each week participants explore a new subject in film culminating in a final project in which participants showcase their work.

PLANT THE SEED, WATER, WATCH IT GROW
In a city like Santa Ana where the youth population is high, it is important to pay attention to the impact popular culture plays in everyday life. A high youth population makes a program such as a summer film camp well-received. However, if the influx of immigration is high in your community the idea of a summer film camp may seem appealing because it educates on an unconventional subject matter and exposes them to a new skill in which they can use to communicate.

To find if your community is interested in a program such as this one should be quite simple. After looking at the statistics of your patrons, take a survey approach and come up with some questions that will help you build a foundation for this program. Questions such as “Have you taken a film class before?” or “Are you interested in learning how to make your own videos?” are key questions that could clue you in on whether you should pursue this type of programming or not. This survey can be conducted in print, perhaps by handing this out at the circulation or information desks, or electronically by sending out the survey through a newsletter or on social media outlets.

Once you have determined your library’s need for a summer film camp you must recruit and market your program. Before building up a list of interested participants, the publication of flyers should occur. On these program flyers be sure to include the following: dates, times, and locations of workshops, as well as eye-catching visuals and key phrases to grab the attention. In addition, contact information and the location of a sign-up sheet can be included to better guide
patrons. Once flyers have been posted around your library, on websites, and social media networks a sign-up sheet should be posted. A sign-up sheet with available slots for interested parties can be printed and made available to the public at the circulation and information desk or in other common areas that might garner attention. Ask interested parties to include their name, contact phone number, age, and email. On this sheet you should also include some important key pieces of information such as the dates, times, and locations of the film camp workshops.

A week before beginning your film camp you should contact all who have signed up to confirm that they are still interested in participating. This will ensure you build a solid group of members to begin your workshops. If you find that a large number of previously interested people have changed their mind, additional marketing and recruitment may be necessary.

During the initial session of your film camp you should provide your participants with a pre-survey. On this survey ask your participants questions such as:

- What is your interest in film and video production?
- Have you ever participated in a film and video production workshop in the past?
- What do you hope to learn during the Summer Film Camp?

These questions will help to evaluate the growth of your participants when you gather information from a similar post-survey at the end of your program.

- **Stage 1: Writing**

Next, you will continue by providing a fundamental presentation about film and cinema history that will introduce your participants to the subject matter they will be working with. This presentation is imperative to the understanding your participants will have of certain terminology and historical references you will provide throughout the rest of the workshops. It would be in good practice to work closely with a colleague or another person who has studied film or has an affinity for the subject. If you are working alone, but feel you are not well-versed in film history and aesthetics, you will want to consult some literature about film history.

Some examples of these are below, but any publication suits your taste will be the most instrumental:

- *Film History: An Introduction* by Kristin Thompson
- *A Short History of Film* by Wheeler Winston Dixon
- *The Oxford History of World Cinema* by Geoffrey Nowell-Smith
- *The A List: The National Society of Film Critics’ 100 Essential Films* by Jay Carr
- *Film Art: An Introduction* by David Bordwell and Kristin Thompson

During your presentations you want to address certain key moments in cinema such as the Silent Era, the boom of the ‘talkies’, the rise of genres (musicals, westerns, comedy, drama,
documentary), as well as the give examples of these genres by bringing in your own examples of genre or providing web video links from YouTube or other streaming sites.

In your discussion, you also want to address the importance of plot and characterization in film and in the projects you will be creating. Examples of great use of plot and effective characterization should be demonstrated through videos or links.

After having received a concise, yet solid, introduction to film and aesthetics, participants are ready to begin shaping their own characters and plots for their own video projects.

In the weeks following the introduction you want to take the participants through different stages of the video production process. The first three weeks should explore the basics of pre-production which include: research, writing, and editing. During these weeks you should prepare writing exercises that assist participants with the planning of a successful script. A good exercise is having participants fill out character bio sheets (Attach bio sheet here) and explore setting by writing an environmental free write.

A bio sheet gets participants ready by encouraging them to think critically about what makes a character successful. They first write about physical characteristics and soon delve further into psychological, emotional, and personal traits. Once a participant has finished this bio sheet, they can choose to use this character in their final video project or use it as a learning experience and create something completely new. An environmental free write is also very simple. Invite participants to think of a color. Then ask them to think of an object that is this color. Then have them think about where you would find this object. Next they ask them to write about other things that are found in this place. Then have them describe this environment by using their senses (sight, smell, taste, touch, and sound). Now give them 10 minutes to write out this description and stop once this time is over. Here you will find that the participants have described this environment and they have explored the senses and further thought about the components that make up a good film or video.

After these or other exercises have been done through the workshop process, participants are now ready to start working on a short script. Have them describe a scenario which has at least two characters, one problem, and one resolution. Make sure to have enough time to go over these in a group in order to provide more of a community atmosphere.

- **Stage 2: Acting**

By Week 4, your participants should be ready for some exposure to acting. This is the second stage of your workshop. Here is where you can put into play any acting skills you may have or have read about. If you have no experience with acting, consider working with a coworker or volunteer from the community who could assist you with this portion.
You should continue on this week with a brief presentation on the fundamentals of acting, followed by some examples of effective acting in film. After this, you will divide your workshop into groups of two or three. In these groups, instruct your teammates to pass around copies of the script they have prepared for the project and to begin talking with one another about what their script is about. This is how you will start forming a bond between team members and participants will also get to know their own scripts better.

The following week, participants should take the beginning portion of the workshop to continue working with one another and learn dialogue from each other’s script. The remaining portion of the workshop should be a presentation of scripts as well as an analysis/critique of participant work by their peers. Like in every situation, remember to encourage positive critiques, but remind participants that there is always room for improvement.

The final week of the Stage 2 should contain a discussion and presentation about costume design and other character-specific art such as hair and make-up. Examples of effective use of costume, hair, and make-up should appear in a presentation. As an exercise, place slips of paper with a time period (Elizabethan, Medieval, Colonial, Egyptian, etc.) written on it into a bucket and have participants pull out a slip of paper. Give participants some time to design a costume which they feel would represent the era written on their slip of paper. Share these in a group and listen to comments and suggestions from other participants.

Finally, participants will be ready to work on their own script once again. They can start listing, drawing, brainstorming, interesting ways to dress and wear hair or make-up in their own scripts. Provide books for them to reference or computers, if they are available, for research. By the end of the sixth session, your participants should have a completed script, with memorized lines, ideas for costumes, and an idea bigger than when they began.

- **Stage 3: Filming**

Week 7 begins the third and final stage of your film camp. During the seventh week of the workshop, participants will learn the basic mechanics of using a video camera. Each institution will be working with different types of cameras, but it is extremely necessary that someone who is knowledgeable of equipment is the person conducting demonstrations. A variety of cameras can be used standard mini-DV, HD, DSLR, handheld (i.e. Flip style cams), etc. During this presentation of video mechanics, show your participants the different parts of the camera and their functions (for this you may want to consult your camera’s user’s manual if you are not familiar). At this time you also want to introduce participants to accessories and other equipment such as tripods, lighting equipment, and audio equipment, if you have them.

During Week 8, participants should film their projects. Since these projects are small (3 minutes or less) videos, there shouldn’t have to be more than a day of shooting set aside. Participants can
work individually or in groups, depending on the availability of your equipment and staffing. Remind the participants to consider their lighting (natural and artificial), background noise levels, and subject matter when filming their projects.

Week 9 should consist of any last minute filming that needs to take place. However, editing should be the main focus during this week. If your institution provides video editing software, you can accommodate your participants accordingly. Windows programming typically come with Windows Movie Maker, which is a free program for editing videos while Macintosh platforms provide iMovie free of charge as well. The level of editing expertise will vary depending on the software you are using. Before participants begin, provide an overview of the basics of editing to assist your participants with their editing.

During the final week of the workshop, participants will complete their projects during the first portion of the session. After a short break that allows for set-up, participants will present their projects which will demonstrate what they have learned through the duration of the workshops.

Before the session comes to a close, you should present each participant with a certificate of completion which will inspire them to take part in future programs at your library or institution.

Evaluation

Before the end of the last session, ask participants to fill out a post-survey, similar to the pre-survey the answered at the beginning of the workshops. The comparison of these surveys will provide you with information on the effectiveness of the film camp with your program attendees. In addition, be sure to provide a sign-in sheet every day which can be used track the number of participants being served each day. These statistics and data can be used when seeking out funding or grants for similar programming in your library.

WEED IT AND REAP

In creating this film camp for the Santa Ana Public Library, I wondered about the popularity of the program among the community. The youth in Santa Ana is very politically, socially, and culturally active, which is why I was not surprised when the youth were the ones who were more interested in taking these workshops. The subject matter and instructions is so universal that it can be plugged in to meet the needs of any age group, however, because of the large influence popular culture and media have on today’s world, I found that the youth responded greatly to the offering of the Film Camp.

In first promoting the Film Camp the sign-up sheet was not showing any signs of interested parties. I was concerned; of course, because my colleagues and I had done so much planning
and we were afraid we’d be talking to an empty room come the first week. The signs, brochures, and flyers we had created were not working after a few weeks so I realized that I had to ‘talk it up’ in our teen area. Most of our marketing turned out to be through word of mouth. I talked about the information we were going to share and about our local YouTube channel where the videos would eventually show up. This is something that I highly recommend if you are working a community that has a strong and active teen population. Once a couple of teens had heard about the program, the ball was rolling and soon many others were signing up to attend the Film Camp.

An issue I encountered during the program was the constant absence of participants. Since this program was conducted during the summer months, I wasn’t surprised that many would want to spend their day outside in the sun. At first this made me concerned for the participants. I wasn’t sure if they would retain the information or if they would be able to complete a project, but soon I convinced myself that this was a free program that was meant to be fun and that anyone who attended, regardless of the number of times, would benefit from the program. And this is true. You must always remember that no matter how many people you find yourself in a room with, and at times I was only talking to one person, you are making a difference in the participant(s)’ life.

I began forming this program because of my fascination with film. I attended film school during my undergraduate years at Chapman University, but never thought I would be able to use what I had learned in my career as a library professional. After I had taught a creative writing workshop to a group of 3rd-8th graders, I was left wanting more. I wanted to share more of what I had learned through my education. The reality is that many of the people who make up our population in Santa Ana will never step into a college or university, but this shouldn’t stop us from providing a service or program that can give them an experience they might receive in a college setting. I felt that it was extremely important to provide a program such as the Film Camp because of the information I could introduce to the Santa Ana Public Library’s patrons.

**THE THREE ROOTS OF SUCCESS: CONCLUSION**

*Community Responsiveness*

As library professionals we must be trained to take a step back from where we stand and look at the community as a whole. When looking at the community from different angles, we will find that there are certain resources or information that would be valuable to the people. Now, this may not be a need that the patrons have, but it is our job to educate and introduce to them a resource for a need they didn’t even know they had. The Film Camp is this program. The Film Camp teaches many about the historical, aesthetic, and entertaining aspects of film and film production. Meanwhile, it introduces skills that the participant can take with him/her and continue to create on their own terms.

*Mentoring*
Through the Film Camp one witnesses mentoring at its best. As an instructor or program lead, you are able to nurture a relationship with participants, regardless of age, so that they can fully grasp the contents of your workshops. You are able to hold their hand up until the point where you can let go and sit back to see what you have taught them. This is a key element in work with people in any setting, be it a library or another institution, mentoring is an integral part of successful programming. The Film Camp is designed for mentors and for those who need a mentor. This is a continuation of being responsive to the community’s needs. If an individual needs to be guided, a mentor is a vital cog of the learning process. Information is just information if it is not offered and received properly, after all.

Advocacy
In executing the Film Camp, it is apparent that one is creating library advocacy. Those who participate in the workshops are exposed to the many great resources that are offered. Through this workshop, the program lead has the opportunity to utilize films from the collection, equipment, computers, books, as well as important staff members who can share information. You are creating a frame of mine in the program participant that will lead to their promotion of what the library has to offer. Programs such as this one are amazing because of this. You can teach a new skill, share interesting information, and inspire the love for the library all in one program.
Prepared by:

Irma Morales
Orange County of REFORMA / President, 2012-2014

Al Milo
Orange County Chapter of REFORMA / Treasurer, 2012-2014

“Seeds to Trees” Grant – Partnerships-- Project Title: "Seeds to Trees: Growing the Librarians of Tomorrow from High School Diploma to MLIS with the Santa Ana Public Library and Orange County Reforma"

Award Amount: $626,767; Matching: $1,123,255

Grant Category: Pre-Professional Programs

The Santa Ana Public Library and the Orange County Chapter of REFORMA will provide opportunities for 1,257 at-risk bilingual teens and college-age young adults from foreign-born families to learn about libraries and the library profession and to pursue successful careers as librarians. It will create a guide for future use that can serve as a teaching tool for libraries
seeking to develop and train librarians who speak the languages and share the cultural backgrounds of their communities.

**Partnerships: Orange County Chapter of REFORMA (www.reformaoc.org)**

1. **How do you choose the right partner?** The right partner is an organization that has a proven track record. The Orange County Chapter of REFORMA has been around since 1980. In that time it has had numerous successes in recruiting and mentoring Latino students into the library profession. The majority of chapter members themselves first began their careers in librarianship while working in a variety of library settings as part-time non-professionals (library pages and library clerks). In addition, many of the chapter members grew up in the Latino neighborhoods of Orange County and have similar backgrounds to the students being recruited. The Orange County, CA Chapter of REFORMA uses the philosophy of our national organization, which is the promotion of library services and libraries to Latinos and the Spanish Speaking, as our guide when partnering with organizations. When our chapter was told about the possibility of partnering with Santa Ana Public Library we saw this as a great opportunity for our chapter to build on this philosophy. The *Seeds to Trees: Growing the Librarians of Tomorrow from High School Diploma to MLIS with the Santa Ana Public Library and Orange County Reforma* grant is a long range and well thought-out plan to educate and involve more students of color in librarianship.

2. **How do you mentor?** The Orange County Chapter of REFORMA has a very well established mentoring program called “META.” META is an acronym for Mentoring, Education, Training, and Advising. It is also the word for “goal” in Spanish. As the brochure for META notes “The META Mentor Program is designed to recruit, encourage and support bilingual and/or bicultural individuals in the SJSU School of Library and Information Science program.

META program goals: • To provide students with guidance and coaching from practicing librarians. • To enable students to learn more about the library profession. • To foster and promote the development of library service to the Latino community Activities are coordinated by a steering committee comprised of representatives from both REFORMA and SJSU SLIS. The META Steering Committee is a standing committee of the Orange County Chapter of REFORMA. It meets its program goals by organizing and sponsoring annual workshops and by matching protégé students with librarian mentors. It works closely with the San Jose State University School of Library & Information Studies (Fullerton program), which provides coursework and a master's degree in library science. Students are also encouraged to attend REFORMA meetings and events.

3. **How do you create the perfect conference?** The most important thing is to have a well thought-out plan of action and then recruit committee members that have various talents. Using a program template/guide to get down on print an outline of a conference is very important and will help guide the committee through all of the portions leading up to a
perfect conference. Also, the knowledge that much of the hard work will be done behind
the scenes which make the conference look seamless is also important. Reviewing
previous conferences to find best practices is also important in success. As part of the
planning process we also had these key elements:

a. Good speakers: The Orange County Chapter of REFORMA belongs to a national
organization, which in turn, is an affiliate of the American Library Association since
1973. This network provides a vast network to numerous dynamic Latino librarians
who can be tapped to serve as potential conference speakers, including past presidents
of National REFORMA and of the American Library Association.
b. Good location: Because its proximity to Disneyland, the Orange County Chapter can
hold its conference at a local hotel, which can be easily accessible to conference
attendees. Santa Ana is 5 miles from Anaheim, and Anaheim is centrally located in
Orange County. Also, the students enrolled in the San Jose State University library
science program are concentrated in Orange County.
c. Good fiscal agent: The Treasurer of the Orange County Chapter provides fiscal
support and experience for conferences and workshops. The chapter has a long-
standing account with a local credit union and is registered with the IRS as a non-
profit organization.

4. Why is this program effective? The partnership between Santa Ana Public Library “Seeds
to Trees” grant project and the Orange County Chapter of REFORMA was effective
because our chapter was already mentoring students at all levels in their education
because we have members that work in school libraries, public libraries, and academic
libraries so we are able to leverage all of this knowledge to assist students at about the
importance of libraries and librarians in the community. We also had been assisting
students in their success by offering chapter scholarships to library school students. Many
of our current chapter members are past winners of these scholarships and have a strong
commitment to giving back. Also, the Orange County Chapter of REFORMA has been
offering career workshops for many years that help new incoming librarians and library
staff get acquainted with the field of librarianship. In conclusion, the grant was a great fit
for our chapter because we had already created a foundation of mentoring and educating
future librarians and this grant gave us the opportunity to make an impact in a larger
scale. REFORMA has found that the most effective way of recruiting Latino librarians is
through role-modeling and mentoring. It is this personal relationship with a librarian that
helps students decide if librarianship is the career for them. These librarians are able to
break any stereotypes or misconceptions that students may have about the profession.
Besides providing positive role models, they can also instill their passion for the
profession. Finally, these librarians can provide a valuable link in introducing potential
or new librarians to the networks of professional organization, such as National
REFORMA and the American Library Association.
THE THREE ROOTS OF SUCCESS: CONCLUSION

Community Responsiveness

This partnership strives to respond directly to the needs of the Latino community served by the Seeds to Trees project by involving local students and librarians who live and work in Orange County. Planned workshops and conferences include speakers who are familiar with the local community needs, including librarians, archivists, community leaders, authors and educators.

Mentoring

This partnership matches students in the Seeds to Trees project with role models in the field of librarianship who are also members of the Orange County Chapter of REFORMA. These contacts are made via professional meetings, targeted programs, and electronic communications (e.g. emails, blogs and Facebook postings). Students not only learn about different types of library opportunities, but they also overcome any negative stereotypes that they may have about the profession.

Advocacy

This partnership advocates librarianship as a career goal to students in the Seeds to Trees project. Many students have limited information as to what librarians do. Advocacy is a primary mission of REFORMA. In fact, the organization's subname is "The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking." Even if the students do not eventually select librarianship as a career, they will become knowledgeable about what the profession has to offer and, in turn, become library supporters.
COMMUNITY CROSS-POLLINATION
Our Conclusion

What a journey! Like most worthwhile journeys, it took unexpected pathways to an expected destination. We predicted that the program would be successful: we would employ and train many young people from the community, convincing some to become librarians, and all to become library advocates, and we would be able to use their developing skills to offer extended service to our severely underserved community. We were right. What we did not predict was what we and these young people would come to mean to one another over the three years. We have become a family, and like a family, we sadly say goodbye to every one of them as he or she sets off to a future we know is better because we came together in this project. The Seeds to Trees family has grown into something that enriches its community, the lives of every member, and the library world at large. We hope it proves a productive example, as well as an inspiration, to other libraries across the country learning to serve immigrant communities.

Who were our companions on this journey, and where are they now?

Management Interns: Over the last two years of the program, five MLIS students acted as Management Interns in the program:

- David Lopez – Graduate of MLIS program and now employed by the library as a librarian in Technology and Support and the current Vice President of the OC Chapter of Reforma.
- Michelle Loera – Enrolled in MLIS program, with 22 units completed. Employed by the library as a Senior Tutor in the Learning Center
- Martha “Cat” Torres – Enrolled in MLIS program and on maternity leave from the library, where she is employed as a Senior Tutor.
- Anh Vu – Enrolled in MLIS program and employed by the library as a Senior Tutor.
• Santiago Avila – Enrolled in MLIS program and employed by the library as a Senior Tutor.

Library Clerks: The Laura Bush grant employed 18 students as library clerks. Of these, four were promoted to Management Intern (see above). Four were enrolled in MLIS programs and one has graduated:

• Beatriz Preciado – Graduate of MLIS program and employed by the library as Manager of the WIA Seeds to Trees Digital Media Academy grant program. Also a part-time librarian at Anaheim public Library.
• Yvonne Rodriguez-Aguilar – Enrolled in MLIS program and employed by the library as a clerk.
• Brenda Ortiz – Enrolled in MLIS program and employed by the library as a clerk. Also an intern in the Reference and Instruction program at California State University Fullerton.
• David Sandoval – Enrolled in MLIS program and employed by the library as a clerk. In addition, employed at Heroes Elementary School as a Media Librarian.
• Ivan Luque – employed by the library as a Library Clerk

Remaining Clerks:

• Marlene Guillen – Planning to enroll in MLIS program. Currently completing Library Tech program at Santa Ana College. Employed by the library as a clerk.
• Edgar Ramirez – Enrolled at Santa Ana College and planning to obtain a computer science degree from a four-year college. Employed by the library as a Senior Tutor.
• Kevin Cabrera – Enrolled in a Master’s program in Public History, planning to obtain an MLIS degree. Employed by the library as a Senior Tutor and at the Heritage Museum.
• Luis Fernandez –Employed by the library as a Senior Tutor and currently teaching History at Santa Ana College.
• Rafael Corona – Enrolled at Santa Ana College and planning to obtain a zoology degree from a four-year university. Employed by the library as a Senior Tutor.
• Eva Contreras – Attending community college and employed by the library as a clerk.
• Jose Mendoza – Completing AA degree and planning to obtain a degree in English from a four-year university. Considering an MLIS program. Employed by the library as a clerk.
• Lorenzo Ortega and Juan Gomez – employed by the library as clerks.

In addition, the program provided professional and/or financial support for four MLIS students employed by the library in other capacities and included them in training and programming.

• Elvia Hernandez – Enrolled in MLIS program and employed by the library as a Youth Services Technician.
• Olga Vega – Enrolled in MLIS program and employed by the library as a Technician in Adult Services.
• Monique Rosales – On a break from MLIS program and employed by the library as a Youth Services Technician.
• Manuel Escamilla – Enrolled in MLIS program and employed by the library as a full-time assistant librarian/archivist.

Finally, the library employed sixty-four young people as library pages under the grant. Of these, seventeen have completed high school or obtained a GED certificate. Twenty-seven are attending college: twenty-two are attending community college and five are attending four-year colleges. We are particularly proud of Erik Jones, who will graduate from the University of Phoenix in the fall, and plans to enroll in an MLIS program.

Twenty of our young people are now employed, some at the library and many in other venues, including retail and the military. We are delighted that so many, whether still in school or in the job market, choose to stay with us and give their service to their community. It reminds both mentors and students why we are here, and why we embarked on our journey together.
CONFERENCES AND CAREER FAIRS

American Library Association National Conference
(ALA) Midwinter 2011 – San Diego, CA
American Library Association National Conference
(ALA) Annual 2012 – Anaheim, CA
Creating Latino Community Engagement Through Local History / OC Reforma 2013
Orange, CA
FIELD TRIPS

The Getty Center
Los Angeles, CA
American Library Association National Conference (ALA) Midwinter 2011 – San Diego, CA
California State University, Fullerton (CSUF) Pollak Library – Fullerton, CA
Orange County Public Law Library – Santa Ana, CA
For more information on the Santa Ana Public Library programming, events, and updates, visit any of the following:

www.santa-ana.org/library

www.seedstotreesacademy.com

www.seedstotreesspotlight.com

www.facebook.com/SantaAnaPRCSA

www.twitter.com/SantaAnaPRCSA

www.youtube.com/santaanalibrary