

# Library *of the* Future

## Community Needs Assessment and Library Plan of Service

*Prepared in collaboration with the*

### Sunnyvale Public Library

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by



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*For more information about Sunnyvale's Library of the Future, visit*

***libraryofthefuture.inSunnyvale.com***

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# Executive Summary

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## Executive Summary

### *Community Input and Data Gathering*



The City of Sunnyvale has embarked upon a journey of discovery to establish Sunnyvale's Library of the Future. The Needs Assessment and Library Plan of Service are the first, foundational step to articulating the community's vision for future library services. This document will guide the planning and design of the Building Program, Facility Scenarios, and Funding Options. Ultimately, the Library of the Future Study and Strategy defines the community and City vision for the Library and the method to achieve it.

The Community Needs Assessment built upon years of public input regarding expectations and desires for the Sunnyvale Public Library. Approved by Council in 2003, the Library Sub-element of the General Plan outlines what the community wants from its Library through 2013. The planning horizon for this Needs Assessment looks to 2030, as planning normally projects at least twenty years out, accounting for the process and implementation duration.

Extensive outreach to the community, analysis of current services, and exploration into best practices created the basis for the identified needs. Multiple opportunities for participation included focus groups, key informant interviews, community forums, and the opportunity to obtain information and provide comment through the Web site *libraryofthefuture.inSunnyvale.com*. Over 375 people participated in interviews and meetings between July of 2005 and October of 2006, with an additional 80 comments received from the Web site.

In developing the response to needs captured in the Plan of Service, the Core Team worked with staff in an intensive workshop forum to analyze the community needs and articulate how the Library could respond with prioritization of its services. The workshop participants, representing a wide cross-section of Library staff, focused on the Library's future and considered the Library's strengths and position to serve the community's needs, the development of innovative service responses, and the organizational and operational resources and skill sets to achieve the plan.

The Plan of Service represents knowledge and information gathered during the Needs Assessment combined with the insight of existing Library staff and key partners, as well as best practices in the library world. Presented as the means to achieve the vision of the Library of the Future, it is also a near-term guide in refining service delivery.

City staff and the consultants obtained documentation relating to the community as well as Sunnyvale Public Library, including demographic and planning information, from local, state, and national resources. The outreach information gathered by City staff, in conjunction with research into current library best practices and standards, has been reviewed, analyzed, and incorporated into this report. All recommendations in this report respond directly to documented needs as expressed by community members and through research and analysis.

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### *Community Characteristics*



The outreach and data gathering process revealed future issues for the community, its demography, and elements of the community served by the Library.

Sunnyvale's history, based largely on its economy, moved from fruit orchards to an industrial and defense era, and finally to the high-tech and Internet incubator for which it is known today. Nanotechnology and biotechnology is the future – and Sunnyvale is there. Sunnyvale has a solid economic base, and the business revenue generated each year gives the community a superb quality of life.

Therefore, it was no surprise that 'Quality of Life' surfaced as an extremely important issue in the outreach process. There are many things valued by the community that either attracted them to Sunnyvale, or caused them to stay. The key elements are the following:

- Pride in the City's heritage and history
- Appreciation for a well-run government
- Superior safety and security
- Access to quality recreational opportunities
- Excellent education and employment opportunities

Another community characteristic is the strong belief in living within the means and resources available to the community now and in the future. For most, this meant a sustainable community economically, institutionally, socially and environmentally. The community does want to improve Library services and facilities to the greatest degree possible, but in a way that is sustainable over time. Critical issues related to a sustainable community for Sunnyvale include:

- Lifelong learning and continuous improvement
- Nurturing and retaining a talented community workforce
- Sustainable economic environment
- Sustainable operating models for city services
- Political issues and civic engagement
- Sustainable facilities planning and operations

Many referenced Sunnyvale as a not yet connected 'series' of communities. There are distinct and separate communities within Sunnyvale, established through neighborhood boundaries, cultural ties, special interests and the multiple school districts that serve the City. People noted that their experience within their smaller community defined the Sunnyvale experience for them. They identify with these smaller communities, and maybe not as strongly with the City as a whole. Many individuals identified community connections - an interweaving and intermingling of specific elements in the community – as essential to the future success of the community.

### *Demographics*

A demographic profile for Sunnyvale has been created using data provided by the U.S. Census for the City, County of Santa Clara and State of California. Demographic data paint a picture of the composition of the community and provide indications as to where the library may be of service. Information cited is the most recent information available through the U.S. Census American Community Survey 2005 Summary Tables, and was used to allow comparison and correlation to other 2005 information and statistics within the

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document. The American Community Survey is a new nationwide survey designed to provide communities with a fresh look at how they are changing. It will replace the long form in future censuses and is a critical element in the U.S. Census Bureau's reengineered 2010 Census Plan.

Projections indicate that Sunnyvale's population will grow approximately 19 percent between 2005 and 2030, to 157,300 persons. Sunnyvale has a slightly larger number of children under 5 years of age than Santa Clara County and the State of California, as well as a slightly larger senior population over 62 years of age. The household statistics show a fairly stable family structure, with 63.6 percent reported as family households, a smaller average household size than the county and state, and only 4.6 percent of the households reported as 'Female householder with children.' Almost 32 percent of households include individuals under 18 years of age, and greater than 21 percent have individuals 65 years and over, representing four significant target audiences for the Library: families, children, students and seniors.

Three ethnic groups comprise the majority of community members with almost 40 percent of Sunnyvale identified as 'White alone', 37.9 percent as 'Asian alone', and 16.6 percent as 'Hispanic or Latino'. Almost 45 percent of the population is foreign born, while almost 65 percent of the foreign born residents are not U.S. citizens. 51.5 percent of the population speaks a language other than English at home, and 42.3 percent of this group report speaking English 'less than very well'. These factors will affect the need for literacy services, foreign language materials, citizenship resources, and programs provided by the Library or partners within the community.

Sunnyvale has a higher level of per capita income and educational attainment than the County or State, as well as a greater number of people in management, professional and related occupations. These characteristics influence the collections and programs developed by the Library. However, almost 10 percent of those under 18, and over 5 percent of those older than 65, live below poverty level. The Library has the potential to make an impact by addressing these areas of need within the community through support for educational endeavors.

The community is comprised of 49.1 percent owner-occupied homes and 50.9 percent renter-occupied homes. When coupled with the length of time in the City, this illustrates a community in transition considering that 54 percent of the residents moved in after 2000 and an additional 22.7 percent after 1990. The change in the community composition may be a cause of the disconnected feeling voiced by some residents.

There are public and private schools as well as community organizations that the Library may collaborate with to support community and educational services. The Library may also seek specific ways to support the clients and/or members of service organizations.

California's annual Academic Performance Index (API) is a measure of academic performance. It is a numeric index that ranges from a low of 200 to a high of 1,000. Approximately 50 percent of the public schools that serve Sunnyvale are performing at or

*Elements of the  
Community to be  
Served*

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### *Current Library Services and Future Needs*



above the statewide performance target score of 800. A range of 62 to 43 percent of all graduates in the three high schools that serve Sunnyvale have acquired the coursework to establish eligibility for admission to the University of California and California State University higher education systems. This compares to a statewide average of 35 percent, representing a degree of success in the districts. However, there is an opportunity for the Library to support formal education efforts in Sunnyvale and reach those students that are not doing as well.

The Sunnyvale community, through the outreach conducted in this process, has identified what they believe to be their current and future library needs. When compared with existing services, programs, and collections, clear opportunities emerge for the improvement of future Library services while retaining what is already working well and valued about the Library of today.

Current services include an array of collections in the Library and through Link +, as well as adult, teen, and children's programs. The Library provides reference services, resource guides, information and news databases, computers for public access, local history and citizenship resources, and patent and intellectual property services. The Library also offers e-mail notifications of requested or overdue Library materials, news updates, and programs, as well as podcasts of programs and information. Homebound residents are served through Special Outreach Services and the Web site provides remote access to services.

Statistics from FY 2005/2006 show that the community heavily uses the Library. Open 7 days per week for a total of 68 hours per week, 1,891,080 items were checked out in FY 2005/2006. There were 176,402 responses to customer inquiries for reference and information. 723,731 customers visited the Library, and 19,488 people attended 506 programs. The Library held a collection containing 247,794 books. The community also uses other libraries in the region and has borrowed 169,330 items outside of Sunnyvale during the same period, reflecting a level of demand not currently met by the Library. Reciprocally, Sunnyvale lent fewer items to members of other communities in the same period.

Comments received through the outreach process underscored the story told behind the numbers – specifically, that the community highly values its Library for its collections, programs, services, people and connections with the community. The Library is an asset, and a contributor to the quality of life, structure, and stability in the community. Some of the more frequently cited remarks from community members about the value of the Library included:

- Free access to information and technology
- Friendly, efficient staff
- Good and reasonable collection of books and other materials in a variety of formats
- Programs of all kinds, but especially for children
- A meeting place for the community
- Good location with plenty of parking
- Friendly atmosphere

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- Comfortable seating
- A great statue out front beloved by all ages

In looking to the future, the community wants the Library to be ecologically sustainable (green), technology and multi-media rich, yet personalized and a comfortable environment in which they may access information, resources, materials and each other. Some of the strengths noted above were listed as weaknesses by others, as perceptions vary. Additional opportunities for improvement mentioned by the community included:

- Location and lack of adequate transportation to the facility
- Dangerous parking lot with circuitous pedestrian walkways
- Better integration with other community resources
- Continued focus on the book
- More media materials
- More child- and family-oriented materials
- A more significant teen collection and space
- More programs for all age levels
- Better ability for the community members to see themselves reflected in the Library in the materials, services, and staff
- Technology enhancements modeled after Amazon and Google
- A drive-up book-drop
- More access to technology and technology instruction
- More comfortable spaces and a variety of seating
- A café
- Meeting spaces and group study rooms
- A quiet area
- Flexible and adaptable spaces

### *Library Plan of Service*



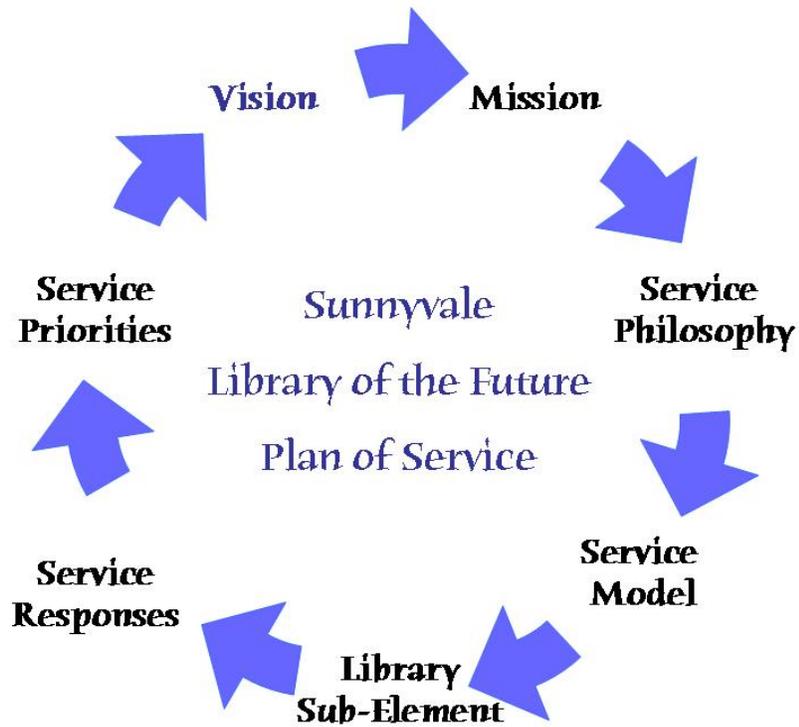
The purpose of the Plan of Service is to provide a representation of the new service model, as well as methodologies for updating the model as the Library evolves. The plan provides a more in-depth and thorough understanding of the required library service responses and priorities, with clarification of the goals and actions necessary to achieve the vision created by the community.

The Plan of Service is comprised of foundational elements that serve as building blocks – beginning with a Vision and Mission and ending in Service Priorities for the Library. The following diagram illustrates these elements and their interrelationships.

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The Vision and Mission of the Library of the Future, articulated through outreach to the community and work with library staff and partners, guide the service responses developed by the library expressed in the Service Delivery Philosophy and new Service Model diagram. Service responses, as well as the near-term priorities for Library services, are included to elaborate upon how the Library will meet the needs of the community.

### *The Vision for the Sunnyvale Public Library of the Future*

The current and future library service needs identified through the outreach process enabled the Library to refine the community vision for the Library of the Future. This vision serves as the foundation on which future service priorities and responses are developed. Weaving together the distinct and diverse needs of the community, the proposed vision statement follows:

***The Sunnyvale Public Library will be a gateway to lifelong learning and enrichment in a safe, nurturing, and dynamic environment.***

As a gateway to lifelong learning and enrichment, the Sunnyvale Public Library:

- Prioritizes early childhood development and family literacy
- Provides access to information and ideas to support both formal education and independent learning
- Supports the acquisition of basic information literacy and technology skills by all library users

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- Serves as a cultural depository of popular literature, music and motion pictures representative of our diverse cultures

The Library will be a safe, nurturing and dynamic environment which:

- Serves as a focal center for the community, providing programs of varying types and sizes, public discussions, community activities, and meeting spaces
- Provides a variety of areas and zones designed with the ability to adapt to changing community needs
- Serves as a model of green design and universal access, promoting the responsible management of our global resources

**Mission** A mission statement is a meaningful representation of the purpose of the organization – something that clearly articulates priorities and value to those served. The proposed mission statement clearly delineates this.

*Sunnyvale Public Library*  
Your Gateway to  
**Knowledge, Learning, and Enrichment**  
Today, Tomorrow and in the Future...

**Service Delivery Philosophy** A strong emphasis on customer service, convenience, options, and choice is an overarching principle. Access to materials, reference and research assistance, programs and educational support, marketing the library, and celebrating community provide the basic philosophy through which a new service model will be developed. Customer service must be customer-focused, community-centered and provide options and convenience in access to library services. Reference and research assistance is redesigned to meet the customer where they are – whether physically in the library or out in the world. Programs and education support will continue to be critical to supporting children, families and students toward individual success, and marketing the library's services is essential to reaching and serving the whole of the community. Lastly, celebrating the community within the library will guide both the physical and service aspects of the Library of the Future. This philosophy expresses the core concepts the library will use to guide the resource allocation and decision-making.

**Service Model** A service model represents how the library intends to deliver services, integrally related to its mission and the prioritized response to needs within the community. The plan incorporates best practices, and leverages the resources and investment in the Library to achieve the highest value for the community.

The strategy embraced by the library is to develop a viable and sustainable model to deliver services through streamlined operations, service prioritization, and resource allocation, addressing in-library and remote use – as well as use connected to partner organizations. The service model must create the foundation for effective distribution of services throughout the community, using methodologies that are sustainable and provide

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appropriate return on investment.

The first clear concept that emerges regarding the role of the library within the community is to maintain the traditions of a library! There is a strong desire for the Library to provide materials, services, and programs that the community believes are the hallmark of a library and the value that a library brings to the community. However, the community would like to access a greater breadth and depth of resources using current technologies and practices. Library customers have consumer expectations not fully met within the current service model.

The second clear concept that emerges is to be what is needed both now and in the future. The Library should help the community preserve and celebrate the past, sustain the present, and focus on its future. Services, programs, materials, and collections should be customer-focused, and the Library will need to leverage staff knowledge and expertise as well as continue to utilize technology to create the multi-media, resource-rich, customized experience that customers expect.

Lastly, this community craves a cultural symbol and sense of place to connect individuals, groups, and organizations as a builder of true community. The Library is a catalyst, connector, and convener that sustains a community-wide dialogue in the present and enables collaborative decision-making. It protects the heritage, preserves the past, and creates the foundation for the future of Sunnyvale.

Leveraging the contributions, activities and investments of other community service organizations can and should be the function of the Library. Connecting those in need with those that meet their needs is a function the Library is strongly positioned to achieve. Creating linkages between people and organizations could serve to strengthen community and expand the value of all that is already available within the community.

The community outreach process also validated the following Library roles as recommended by the Board of Library Trustees and approved by Council with the adoption of the Library Sub-element of the General Plan on April 8, 2003:

1. Children's Library – Encourage children to read and learn
2. Reference Library – Provide information to the community
3. Education Support and Independent Learning Center – Provide study resources and library instruction for students of all ages
4. Popular Materials Library – Provide high-demand bestsellers and other materials in a variety of formats and languages.
5. Community Activities Center – Emphasize the Library as a focal point in the community where the public can interact with the staff, authors and other program presenters and with other members of the community.

### *Service Responses and Priorities*

The validation of the roles through the recent sustained dialog with the community made it possible to encapsulate them with the following three primary service responses for the Library:

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1. Gateway to Lifelong Learning and Enrichment
  - Basic Literacy Services
  - Information Literacy Services
  - Technology Literacy Services
  - Formal Learning Support Services
  - Current Topics and Popular Materials
2. Guide to Information, Reference, and Research
  - General Information Services
  - Government Information Services
  - Business and Career Information Services
  - Consumer Information Services
  - Local History and Genealogy Services
3. Connection to Community
  - Cultural and Diversity Awareness Resources and Programs
  - Meeting Spaces and Community Interaction
  - Community Referral Services

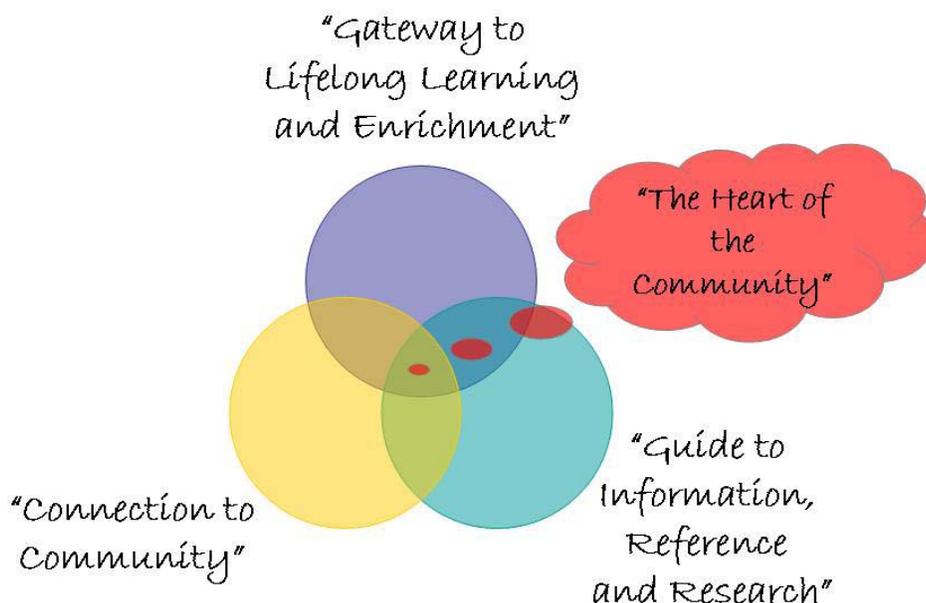
These service responses are interrelated to one another. The “Gateway” concept refers to the collection, resources, programs, technology, and customer service the library offers as both a destination and a window to access the world. The “Guide” concept integrates everything available through the library, but is focused on the people, processes, and products the library provides to assist in navigating the realm of information available, finding the relevant information and understanding how best to use it. “Connection to Community” encompasses both concepts above, additionally providing the facilities and programs for the community to achieve the connectedness it craves.

A simple diagram illustrates the service response of the Library to the community’s needs:

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### *Gateway to Lifelong Learning and Enrichment*

The Library has redefined lifelong learning beyond the generally accepted self-directed personal growth and development opportunities. It has reinvented the term to holistically address both formal and independent learning, spanning the entire life of the individual. This includes early childhood development in fostering children ready to learn, and extends through life stages encompassing both formal education and independent learning, as well as recreation and leisure reading and participation in activities.

The role of the Children's Library in the Library Sub-element combined with the roles of Education Support and Independent Learning Center are reflected in the service response **Gateway to Lifelong Learning and Enrichment**. Services, programs, collections, and age and activity appropriate areas within the library were recurrent themes of importance in discussions.

*Basic Literacy Services* address the need to read and to perform other essential daily tasks. *Information Literacy Services* address the need for individuals to develop the skills to find and critically evaluate the quality and integrity of the information available, and to use it effectively. The U.S. Department of Education (1996) defines technology literacy as computer skills and the ability to use computers and other technology to improve learning, productivity, and performance. *Technology Literacy Services* address the need for individuals to develop skills in the use of technology, to include computers and their peripheral components, storage media, applications and programs, structured databases and the Internet.

A focus on newborns through age 5 is essential to preparing individuals for a life of learning. In addition, the Library needs to engage youths, ages 6 to 18. The Library can

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continue to engage adults' and seniors' needs through materials, services, and programs that nurture their desire to continue to advance themselves and their families, and to be productive in their lives through lifelong learning and community service and participation.

*Formal Learning Support Services* help students who are enrolled in a formal program of education whether K-12 or college or primary or secondary who are pursuing their education through a program of homeschooling to attain their educational goals.

*Current Topics and Popular Materials* help to fulfill community residents' appetite for information about popular culture and social trends and their desire for satisfying recreational opportunities.

### *Guide to Information, Reference and Research*

The role of the Reference Library referred to in the Library Sub-element is supported through the service response **Guide to Information, Reference, and Research**. Those that 'do not know what they do not know' are sometimes challenged in navigating through the increasingly complex world of available information. The Library, through its services, programs and collections, and most importantly its people, should continue to be the 'guide on the side' that those in need can turn to when seeking information.

*General Information Services* help meet the need for information and answers to questions on a broad array of topics related to work, school, and personal life. *Government Information Services* help satisfy the need for information about elected officials and government agencies that enables people to participate in the democratic process. *Business and Career Information Services* address the need for information related to business, careers, work, entrepreneurship, personal finances, and obtaining employment. *Consumer Information Services* help to satisfy the need for information to make informed consumer decisions and to help residents become more self-sufficient. *Local History and Genealogy Services* address the desire of the community to know and better understand personal or community heritage.

### *Connection to Community*

The role of a community activities center is encapsulated in the service response **Connection to Community**. The Library is a venue for intergenerational interaction, and connecting people from all parts of the community. Personal interaction in increasingly isolated lives could foster the community-wide learning and alignment toward shared goals that will make all successful.

People and families tend to segregate themselves into their comfortable realms of home, school, and work. Planned or chance "meetings of the mind" at or because of the library could serve to foster a real sense of community beyond the neighborhood in which one lives, works, or goes to school.

The opportunities for cultural programming and related materials abound in Sunnyvale. Cultural programming is defined as programs and series of programs presented by libraries or partners that seek to entertain, enlighten, educate, and involve adult and family audiences. These are primarily in the disciplines of the arts, humanities, sciences, and public policy or community issues. This type of programming is designed to elicit dialog,

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discussion, and consideration of ideas and issues, as well as to further independent study.

Funding sources, to include grants, may be available to the Library to provide these types of programs and to enhance their collections on the topics. Local authors, historians, facilitators and moderators, subject specialists, service providers, Parks and Recreation professionals, special interest groups, advocates, educators, community-based organizations, media outlets, local businesses, and service clubs can all become sources for content and delivery of cultural programs.

*Cultural Awareness Services* help satisfy the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others. *Community Interaction* address the need of people to meet and interact with others in their community and to participate in public discourse about community issues. *Community Referral Services* address the needs for information related to services provided by community agencies and organizations.

### *Service Priorities*

From the service responses, the following emerged as priorities for the library in the near term, based upon the assessment of need in the community.

- Basic, Information, and Technology Literacy
- Children Ready to Learn
- Formal Education Support for Pre-School, Elementary, High School and College Students
- Cultural and Diversity Awareness
- Equitable Access to Library Services

### *Technology Plan*

The technology plan addresses the need for direct customer access to technologies as well as the integration of technologies that enable customer service through support of Library operations and administration. The Library will need to adopt technologies that allow reallocation of staff resources to highest and best use in delivering value to the community. The critical concept is that technology is a tool the Library will use to enable and enhance access to resources and people. Technology must be utilized to reach people ‘where they are’ – whether that is a physical location or elsewhere in the world.

Even in high-tech Silicon Valley and the Sunnyvale community, not everyone has the means to access technology. The Library will need to continue to be an equalizer within the community, providing opportunities to bridge the gap between those that have and those that need.

### *Service Distribution Strategies*

Service delivery strategies address the accessibility of Library services to the entire community. Library service centralized within one facility offers economy of scale, efficiency in space utilization, and a one-stop shop for the customer. However, the community has said that they experience barriers to library access and use. **The new service model will need to explore the return on investment in deploying one or more of the strategies, below, to enhance accessibility and extend services to the whole**

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### community.

The options for service delivery 'beyond the walls' of a central library facility include:

- 1) *Remote Services* - Internet-based services and Distributed Service Kiosks
- 2) *Mobile Services* – Bookmobile and Outreach Services
- 3) *Branch Libraries* – Smaller Library Facilities Distributed within Community
- 4) *Satellite Service Facilities* - Located at Existing Civic or Community Service Facilities
- 5) *Joint - Use Service Facilities* - Joint or Shared Use with Public and Private Schools, Universities, etc.

### Conceptual Cost Models

Operational cost models address resources and collections, technology, facilities, and staff, projected to 2030 for a centralized facility and a branch facility beginning in 2010. This reflects minimal increased staffing, based upon the premise that the new service model and utilization of emergent technologies will allow reallocation of staff resources. Three FTE (Full Time Equivalents) were added to the central operation, and an additional 10 FTE would be required to operate a branch. Operational costs escalations and assumptions are delineated as follows:

#### Cost Escalation Factors:

- Salaries - 3% from 08/09 to 15/16; 4% from 16/17 to 30/31
- Benefits - Additive Rates (0.639151 for Reg, 0.4078 for PT, and 0.077 for Casual) multiplied by the salaries after inflation
- Goods & Services - 2% from 08/09 to 15/16; 3% from 16/17 to 30/31
- Dept. Wide Allocations - 4% from 08/09 to 15/16; 2.25% from 16/17 to 30/31

#### Assumptions:

- Add a Regular IT coordinator and 2 Regular Librarian positions in FY 10/11.
- Add 1 Senior Librarian, 2 Librarian, 4 Library Specialist III, and 3 Library Specialist I positions, Facilities Rent for a 24,000 square foot space, and Collections funds in FY 10/11.
- Facilities Rent for 82,619 square feet added in FY 10/11 to existing 60,800 facility

This projection allows the Library to consider the most effective and sustainable approach to service distribution and creating equitable access to services.

### Space Needs Assessment



The service population projection is foundational to the preliminary planning principles and formulas used to calculate future collection size, number of reader seats and technology requirements in the space needs assessment included in this report. The population growth projection to 2030 provided by the City of Sunnyvale Community Development Department is 157,330 residents, which represents a 19 percent increase from 2005. The daytime population is 230,000 as reported in the City of Sunnyvale New Resident Guide 2006. Therefore, this study recommends using 173,063 as the projected service population for 2030 to address the population increase including an additional 10 percent factor to accommodate daytime population and non-resident use of the Library.

The space needs assessment defines the preliminary space needs, based upon generally accepted guidelines necessary to support the role of the Library and its conceptual service model. While there currently are no national standards, libraries frequently compare

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themselves to neighboring libraries, or libraries of similar size and service populations to establish benchmarks for service delivery and space needs. This information is available through the annual compilation of statistical information provided by the California State Library and overviews public, academic, special, and county law libraries statewide. Within the needs assessment, statistical comparisons for regional libraries provide relevant benchmarks for service delivery. Please refer to the table on Page 100 for further information.

Based on these benchmarks, assumptions are provided for collections at 4 items per capita (692,252 items), reader seats (519), technology (346 stations to include public access and service delivery support), staff workstations and both collaborative and special use spaces.

The total gross square feet projected for the service population is 140,750 s.f., of which 105,563 s.f. is assignable to library functions with the remainder accommodating internal circulation, building support systems, etc. Tables are included in the Needs Assessment to illustrate current space allocation for 2005, as well as space needs projected to 2030 based upon collection, seating, technology, and service goals.

Service limitations of the existing Library have been documented in previous reports. If the existing facility were to accommodate the goals for collections, seating, program areas, technology, and special use and support space to meet the community needs, it would be 55,876 square feet short.

The existing Library seriously constrains the ability of the Library to provide services to children and create an engaging space for teens, grow the collection, and provide additional computers. Having only one program room creates a challenge to meet the demand for programming (especially children's and teen programming) as well as the desire for community meeting space. There are no group study rooms and no way to isolate oneself in a quiet area. Existing restrooms are inadequate to handle the approximately 2,300 Library visitors each day. The staff workspace is overcrowded and does not facilitate efficiencies available through various technologies. It also limits potential collaborations as well as staff ability to prepare for the intensive programming and services enjoyed and expected by the community in its Library.

### ***Implementation and Future Planning Processes***

An implementation plan component conceptualizes the actions necessary to move from the existing state to the Library of the Future. A future planning approach and methodology outlines processes that will support the Library's ability to continually refresh itself through evolution, rather than reinventing itself periodically through revolution.

Implementation of the Library of the Future will include the following activities:

- Service Enhancement Assessments
- Library of the Future Strategy
- Strategic Operational Planning and Organizational Design
- Facility Planning and Design
- Interim Facilities Planning
- Construction

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- Move-in Coordination
- Opening Day

### *Services and Operations Assessment and Planning*

All libraries struggle with how to move from the traditional library model to a flexible and adaptable organization that continually stays relevant to its community. The concept of ‘libraries as institutions’ reflects both the strong, reliable, and dependable anchor within a community, but also the slow to change and behind the times aspect of traditional libraries. Therefore, the Library must incorporate processes for continually looking to the future to support ongoing change to respond to community needs. Continual outreach focused on listening to what the community needs, and adapting library services that respond is required.

For example, a significant issue for the Library is the rapid development and adoption of new technologies within society, and the conundrum associated with how to prepare for and integrate them as they become prevalent. Another issue is the evolution of the customer’s expectation of their experiences at a library. The Library must anticipate what is on the horizon and adapt itself in a timely manner to stay relevant and provide customer services valued by the community.

The Library has developed its own best practices in collection development. Staff ‘have their finger on the pulse’ of collection development and management through understanding and interrelationship of what is occurring in the publishing world, current topics of issue and interest within the community, and local educational requirements and schedules of activity. The Library also provides successful programming, which is well received by the community, as evidenced by the level of participation.

These processes can be adapted to other service elements allowing staff to continually assess and respond to community needs. The library should analyze its success in collection development and programming to create similar processes and protocols to address continual planning and services design for technology and other customer service elements.

### *Short and Long Term Budget Planning*

The City of Sunnyvale is highly regarded for its fiscal management and long term budgeting process. As this document strongly recommends, the library service model must remain flexible, adjust to emergent needs in the short-term, and continually develop contemporary services and program strategies. Inherent in this statement is a level of creative tension between short-term adaptability and long-term budget planning for specific and precise expenditures.

As the library needs to be a nimble and fluid organization to meet ever-changing needs within the community, it needs a level of flexibility in its resource allocation process. An increased size of facility or facilities, serving a larger population in the future, and escalating costs over time inevitably mean that the library of the future will not be able to provide today’s level of customer service without increased resources. However, the specifics of the future are impossible to project today.

# Executive Summary

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## Executive Summary

An approach that addresses this issue of “knowing that the library will need to invest, but not yet being able to identify the instrument for investment” is to create two categories of resource allocation and appropriation: infrastructure and initiative. An allocation example includes a certain percentage of the overall technology budget to repairing, replacing, and extending the technology infrastructure, with the remaining percentage focused on strategic initiatives. Again, one may not be sure of what they are in 2020, but know that implementation is necessary to stay relevant.

Certain measures of service provide benchmarks for current and future resource allocations. While no standards exist, the Library and City could evaluate the performance of regional libraries, which may be the most relevant, and set goals or standards associated with the established metrics, escalating their costs into the future. Beyond the goals for collections, seating and technology for 2030 used in this planning process, other existing metrics might include materials expenditures per capita, annual users of e-resources, materials per child, telecom and technology expenditures, etc. Today’s metrics may not be the most relevant for tomorrow. The Library could work with the California State Library, the California Library Association, and other professional organizations to discover and establish the most relevant measures and incorporate them into the annual statistical compilation.

### **Conclusion**

The community is excited that Sunnyvale is willing to change its direction to improve the Library’s services and image, and meet the future needs of the community so that the Library can be inspirational to all. They are pleased that the City recognizes the need for a great library and believe that seeking public input will result in a library that will keep up with changing community needs and provide greater access to library services.

There is no question that this community values the Library. This needs assessment process established the library service needs of the community now and in the future, and the path is now clear for development of a Plan of Service and Building Program that will further define how the City and Library can and should respond to those needs. Reflection on this document and moving forward with future planning should include consideration of the following key concepts:

- the Library is both destination and gateway
- redesign of the physical environment becomes the catalyst for change in the service model to achieve the best impact in the community
- the time is now for reinvention of the Library while it is still relevant to the community, ensuring preservation of what is valued
- organizational and operational sustainability of the Library is critical to serving generations of Library customers in the community
- focusing on removing barriers to use will provide equitable access to services
- the Library’s facility or facilities will need to be flexible and adaptable to support the sustainability of the Library service and operational model

*End of Executive Summary*

# Executive Summary

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# Community Input and Data Gathering

## section I

### Introduction and Methodology



The City of Sunnyvale has embarked upon a journey of discovery to establish Sunnyvale's Library of the Future. The Community Needs Assessment and Library Plan of Service is the first, foundational step to articulating the community's vision for future library services. This document will guide the planning and design of a Building Program, Facility Scenarios, and Funding Options. Ultimately, the Library of the Future Study and Strategy defines the community and City vision for the Library and the method to achieve it.

The Community Needs Assessment was built upon years of public input regarding expectations and desires for the Sunnyvale Public Library. Approved by Council in 2003, the Library Sub-element of the General Plan outlines what the community wants from its Library through 2013. The planning horizon for this needs assessment looks to 2030, as plans normally project at least twenty years out, and time is needed to account for the planning process and implementation duration.

Extensive outreach to the community, analysis of current services, and exploration into best practices created the basis for identified needs. Multiple opportunities for participation included focus groups, key informant interviews, community forums, and a method to obtain information and provide comment through the Web site [libraryofthefuture.inSunnyvale.com](http://libraryofthefuture.inSunnyvale.com).

In developing the response to needs captured in the Plan of Service, the Core Team members and Library staff worked with staff in an intensive workshop forum to analyze the community needs and articulate how the Library would respond with prioritization of its services. The workshop participants, representing a wide cross-section of Library staff, focused on the Library's future and considered the following:

- the Library's strengths and position to serve the needs
- developing innovative service responses
- organizational and operational resources and skill sets to achieve the plan

The workshops took the form of a series of small and large group discussions. The purpose was to create a shared understanding of community needs from the recently completed outreach and analysis in the Needs Assessment. The staff refined the Library's service responses and the existing and future role of the Library in the community, as well as created the mission of the Library. The Plan of Service, representing knowledge and information gathered during the Needs Assessment combined with the insight of existing Library staff and key partners, as well as best practices in the library world and beyond, is presented as the means to achieve the vision of the Library of the Future and a near term guide in refining service delivery.

The Plan of Service was further developed with staff and administration. Library staff has spent the past few years researching the best practices of other libraries and similar information-based services to understand how best to adopt or adapt these practices to serve the Sunnyvale community. This document represents the Library's next step in developing and refining the new service model it will employ to create the Library of the Future in Sunnyvale.

# Community Input and Data Gathering

## section I

### Introduction and Methodology

Approved by Council in 2003, the Library Sub-element of the General Plan outlines what the community wants from its Library through 2013. The Sub-element proved itself still relevant to library service planning through this process; this document looks to 2030 and provides clarification and embellishment of the goals, policies, and action statements in the Sub-element.

#### *Process Overview*

Steps taken to ensure the creation of a full picture of the community's current and future service needs within this report included:

- outreach to the community to assess their needs, expectations and perception of the Library and its role in the community - now and in the future
- assessment of current collections, programs and services
- analysis of current and projected demographic data to align services, collections and programs to the service population
- analysis of the community's characteristics to include current and future elements of the community to be served by the Library
- observation of service limitations of the existing facility
- preliminary analysis of space needs to understand current space utilization and accommodate anticipated future services, collections and programs

#### *Outreach Activities and Encouraging Participation*

The Core Team and consultants obtained information from community members and stakeholders through a variety of meetings and methods for encouraging input. Over 375 people participated in interviews and meetings between 2005 and 2006 and an additional 80 comments were received from the Web site. These outreach activities extended the discussion within the City and Community regarding the Library since 1992, when a Library Space Needs Analysis was completed, and from 2003 when the Council accepted the Library Sub-element.

- Two Community Forums were held to establish the community's vision for the Library of the Future and engage the community in open discussion about current and future library services
- Five Focus Group sessions were held with a cross section of the community
- Seven Key Informant Interviews were conducted with individuals who could broadly represent the community due to their roles as identified community leaders
- A Web site was created to both publicize the effort and provide an opportunity for the community to comment and provide feedback.
- The Core Team and consultants engaged the community in casual conversations at retail stores, recreation centers, restaurants and in the Library to further inform the outcome with anecdotal information

Staff also participated in the following events to solicit further input for the Community Needs Assessment and help close any gaps in the outreach process:

- Advisory Committee on Accessibility – September 27, 2006
- Lakewood School Family Fun Night at the Library – September 28, 2006

Staff encouraged input and participation through a variety of means. They mailed and e-mailed flyers and information regarding the community forums and the Web site to stakeholder contacts, posted at Web sites for the City, Library, and affiliated organizations,

# Community Input and Data Gathering

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### Introduction and Methodology

and posted and distributed at both civic and privately owned buildings throughout the city. The community forums were widely advertised in the media and at the Library through banners, bookmarks, and brochures. Members of the Core Team contacted the community and key representatives of organizations by phone, mail or through invitational e-mail messages, seeking their participation in the outreach process.

Please refer to the Appendix in Library of the Future Study and Strategy Volume 2 for details on staff efforts to encourage participation.

#### ***Focus Groups***



Students, parents, grandparents, youth, educators, school librarians, community members both long-term and newer, seniors, business people, professionals, community organizers, community and service organizations, immigrants, literacy tutors, downtown residents, school districts, employment assistants, entrepreneurs, community service volunteers, the Friends of the Library, visual and performing artists and advocates, health and community service providers, and city staff represented the community at large in the focus groups. Each session explored the following topics:

- Whom do you feel you represent in the community?
- Do you use a Library(ies)? If so, which ones, how often, and for what purpose?
- What do you appreciate about the services you receive? What is working well?
- What would you like to be able to do or have access to at the Library, but currently cannot?
- Do you have any concerns associated with the planning of a new Library? Do you feel other community needs are not being met?
- Describe your ideal visit to the Library in 10 years. What is the experience? What are you doing?

#### ***Key Informant Interviews***

Key informants, who either broadly represent the community or a special interest area or group, were asked the following questions in interviews:

- Whom do you feel you represent in the community?
- What do you believe to be the five most critical issues for Sunnyvale today and in the future?
- How do you see individuals accessing information in the future – and what issues do you believe might arise?
- Do you use a Library or several libraries? If so, which ones, how often, and for what purpose?
- What do you appreciate about the services you receive? What is working well?
- What would you like to be able to do or have access to at the Library, but currently cannot?
- Do you have any concerns associated with the planning of a new Library? Do you feel other community needs are not being met?
- Describe your ideal visit to the Library in 10 years. What is the experience? What are you doing?

#### ***Community Meetings***

Two community forums interactively engaged the attendees and explored these topics:

- Write the story describing the Library of the Year Award for Sunnyvale featured in Time Magazine in the year 2020.

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- What excites you about the Library in Sunnyvale? What concerns you?
- What should library service look like in the City of Sunnyvale today? In 10 years?
- How would you describe your ideal visit to the Library in Sunnyvale 10 years from now?

### **Web site**

The *libraryofthefuture.inSunnyvale.com* Web site provided opportunities for the community to stay abreast of the process and submit specific comments to the Core Team.

### **Data Gathering**

Documents relating to both the community and Library of Sunnyvale were obtained from the Sunnyvale Public Library and City of Sunnyvale, as well as from Core Team members. Demographic and planning information was obtained from national, state, and local government. Library staff gathered information about national and international trends regarding the use of libraries and how community members obtain information. This information was included in the April 25, 2006 Report to Council (RTC 06-117).

The outreach information gathered by the Core Team, in conjunction with research into current library best practices and standards, has been reviewed, analyzed, and incorporated into this report format. All recommendations in this report respond directly to documented needs as expressed by community members and through research and analysis.

Please refer to the Appendix of the Library of the Future Study and Strategy, Volume 2 for all memoranda associated with community outreach, as well as all reference and resource information used to develop this report.

# Community Characteristics

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### Current and Future Issues for the Community

#### *Introduction*

The outreach and data gathering process revealed both the current and future issues for the community as well as its demography, and elements of the community to be served by the Library.

Sunnyvale's history, based largely on its economy, moved from fruit orchards to an industrial and defense era, and finally to the high-tech and Internet incubator for which it is known today. Nanotechnology and biotechnology is the future – and Sunnyvale is there. Sunnyvale has a solid economic base, and the business revenue generated each year gives the community a superb quality of life.

Understanding community needs involves understanding the environment in which the Library provides services. The Library must be connected to the community as a whole in order to effectively deliver services to each community member. Revealed in the studies and discussion was a framework for current and future consideration for the Sunnyvale community, with three primary themes:

- Quality of Life
- A Sustainable Community
- Community Connectivity

#### *Quality of Life*



Quality of life surfaced as an extremely important issue for many of participants in the outreach process. The conversations focused on maintaining or improving the existing quality of life. There are many things valued by the community that either attracted them to Sunnyvale, or have caused them to stay. The key elements are the following:

- Pride in the City's heritage and history
- Appreciation for a well-run government
- Superior safety and security
- Access to quality recreational opportunities
- Excellent education and employment opportunities

Individuals are extremely proud of the community's heritage and history – especially with respect to the local development and achievement within Silicon Valley. They celebrate past innovations, and want Sunnyvale community members and businesses to continue the legacy of invention and innovation. The community sees that keeping and teaching the heritage and history of the city is an important part of maintaining its current context but also building its future.

Often described as “a nice place...to live and work,” Sunnyvale has received awards and accolades for its well-run government. Rated consistently as one of the top 10 safest cities in the nation, according to FBI crime statistics, Sunnyvale uses an innovative public safety concept that provides both police and fire functions with cross-trained personnel which heightens the community's feeling that it is safe and secure. With a well-run government and safe environment, community members are able to focus on personal interests and goals, whether it is raising a family, receiving a secondary education or learning a new skill.

The community feels that they have access to myriad recreational opportunities, natural

# Community Characteristics

## section II

### Current and Future Issues for the Community

resources, and community services provided by the City. They want to make sure that there is equitable access for all (from the most affluent to the neediest) now and in the future, and that valuable resources will be there for future generations. Having community-wide knowledge of and access to these locations and services is an important part of their quality of life.

Traffic and community infrastructure, land use, planning, and population growth are viewed as critical to the quality of life. The planning effort for the redevelopment of the Town Center and downtown is widely regarded as a necessary step to creating a cohesive retail core with enough critical mass to be effective.

Sunnyvale currently boasts a higher per capita income and higher educational attainment, than both Santa Clara County and the State of California, which marks it as a community well-positioned to be successful. As a community driven to continually improve, maintaining these measures of success and continuing to build a city whose children will stay into adulthood is extremely important. This requires preparing families and individuals to succeed in school, reaching at-risk youth, early and ongoing support for all youth in their development to be successful and contributing members of the community. However, there is poverty within the community, and a portion of the community is not proficient in the English Language. The quality of life in Sunnyvale is dependent upon supporting literacy at the family level for all, and supporting individuals to reach their greatest potential.

Affordable health care and housing are issues that community members are concerned might affect their future quality of life. They would like to see their children be able to stay within the community as adults. The physical and mental health and wellness of the community were also identified as critical elements to the overall quality of life. These concerns reflect a community that is interested in understanding plans to resolve these issues. They seek guidance, information, and access to programs that will lead them to achieve their personal and family goals.

#### *A Sustainable Community*



An emerging theme from participants in the outreach process is the belief in and the continued desire to live within the means and resources available to them now and in the future - a sustainable community economically, institutionally, socially and environmentally.

Although the community does want to improve library services and facilities to the greatest degree possible, there were many comments that revealed their desire to do it in a way that could be sustained over time. They understand that a library cannot be all things to all people.

Participants were very fair-minded in their approach to the delivery of services and the sharing of resources – seeking a community that had equitable access to all. There was a heightened appreciation for collaboration that led to successful situations and a sharing of resources. They appreciate the use of solar energy and want to create an environmentally sustainable facility. They want their government to be fiscally prudent but future-focused.

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### Current and Future Issues for the Community

There is a desire for individuals to have access to services and support that allow them to achieve their greatest potential, but also to create a quality of life that encourages them to stay within the City and develop their talents to further support and sustain the community in the future.

They appreciate institutional collaboration and well-designed public input that leads to strong planning and implementation. They appreciate and encourage civic engagement and open political process.

Critical issues related to a sustainable community for Sunnyvale include:

- Lifelong learning and continuous improvement
- Nurturing and retaining a talented community workforce
- Sustainable economic environment
- Sustainable operating models for city services
- Political issues and civic engagement
- Sustainable facilities planning and operations

#### *Community Connectivity*

Many references were made to Sunnyvale as a not yet connected ‘series’ of communities – and that for some, their experience within their smaller community defines their Sunnyvale experience. There are distinct and separate communities within Sunnyvale, whether established through neighborhood boundaries, cultural ties, special interests or the multiple school districts that serve the City. People identify with these smaller communities, and maybe not as strongly with the City as a whole.

Many do not understand what the community as a whole has to offer them, and even Library users were unaware of existing Library services. These disconnected neighborhoods at times feel disenfranchised from the City, even stating that they do not feel like they have equal access to city services. Whether these feelings are caused by geographic, social, economic or perceived barriers, it will be important to look deeper into the root cause of the disconnection and understand this current community context if greater community connectivity is a goal in the future.

Many individuals identified community connections - an interweaving and intermingling of specific elements in the community – as essential to future success of the community. Providing opportunities to promote cultural awareness and celebrate the diversity is a role the Library should play in the community. There is a desire to capitalize on the diversity and build community from within by inter-relating these distinct communities into a greater whole, while maintaining the unique aspects and identity of each.

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### Demographic Information

A demographic profile for Sunnyvale has been created using data provided by the U.S. Census for the City, County of Santa Clara and State of California.

Information cited is the most recent information available through the U.S. Census American Community Survey, 2005 Summary Tables, and was used to allow comparison and correlation to other 2005 information and statistics within the document. The survey methodology contains a margin of error, which accounts for any discrepancy with regard to 2005 population as reported by the City of Sunnyvale. The American Community Survey is a new nationwide survey designed to provide communities a fresh look at how they are changing. It will replace the long form in future censuses and is a critical element in the U.S. Census Bureau's reengineered 2010 Census Plan.

**Relevance of Demographic Data to Library Service Needs**

The demographic data paints a picture of the composition of the community, and provides indications as to where the Library may be of service. Services, programs, and collections can be fine-tuned to ensure accessibility to target audiences and areas within the community.

**Demographics**



The demographic data allows understanding of the extent of the youth and aging populations within the community. Less than 25 percent of the population is under 21 years, 64.4 percent at 20 to 64 years, and 11.7 percent over 65 years of age. Sunnyvale has a slightly larger number of children under 5 years of age than Santa Clara County and the State of California, as well as a slightly larger senior population over 62 years of age.

The population is expected to grow to approximately 157,300 between 2005 and 2030, an additional 19 percent increase.

The household statistics show a fairly stable family structure, with 63.6 percent reported as family households, and only 4.6 percent of the households reported as Female householder with children.

Almost 32 percent of households include individuals under 18 years of age, and greater than 21 percent have individuals 65 years and over.

**Race and Ethnicity**

The Sunnyvale population distribution according to the 2005 American Community Survey, U.S. Census Bureau is:

|  |       |
|--|-------|
| White alone .....                                      | 38.6% |
| Black or African American alone .....                  | 3.1%  |
| American Indian and Alaska Native alone .....          | 0.2%  |
| Asian alone .....                                      | 37.9% |
| Native Hawaiian and Other Pacific Islander alone ..... | 0.8%  |
| Hispanic or Latino .....                               | 16.6% |
| Other race.....  | 0.4%  |



## Community Characteristics

## section II

## Demographic Information

| General Demographic Characteristics: 2005 | City of Sunnyvale |         | County of Santa Clara |         | State of California |         |
|---|-------------------|---------|-----------------------|---------|---------------------|---------|
|   | Estimate          | % Total | Estimate              | % Total | Estimate            | % Total |
| <b>Total population</b>                   | <b>132,725</b>    |         | <b>1,669,890</b>      |         | <b>35,278,768</b>   |         |
| <b>SEX AND AGE</b>                        |                   |         |                       |         |                     |         |
| Male                                      | 66,001            | 49.7%   | 849,384               | 50.9%   | 17,497,507          | 49.6%   |
| Female                                    | 66,724            | 50.3%   | 820,506               | 49.1%   | 17,781,261          | 50.4%   |
| Under 5 years                             | 10,634            | 8.0%    | 131,918               | 7.9%    | 2,679,311           | 7.6%    |
| 5 to 14 years                             | 14,845            | 11.2%   | 229,922               | 13.8%   | 5,364,616           | 15.2%   |
| 15 to 19 years                            | 6,254             | 4.7%    | 100,074               | 6.0%    | 2,524,633           | 7.2%    |
| 20 to 64 years                            | 85,514            | 64.4%   | 1,038,536             | 62.2%   | 21,009,104          | 59.6%   |
| Over 65 years                             | 15,478            | 11.7%   | 169,440               | 10.1%   | 3,701,104           | 10.5%   |
| Median age (years)                        | 36.6              |         | 36.2                  |         | 34.4                |         |
| 18 years and over                         | 102,760           | 77.4%   | 1,243,315             | 25.5%   | 25,623,626          | 27.4%   |
| 21 years and over                         | 100,062           | 75.4%   | 1,188,427             | 28.8%   | 24,224,948          | 31.3%   |
| 62 years and over                         | 18,910            | 14.2%   | 207,562               | 12.4%   | 4,508,767           | 12.8%   |
| 65 years and over                         | 15,478            | 11.7%   | 169,440               | 10.1%   | 3,701,104           | 10.5%   |

| <b>RACE</b>                                      |         |       |           |       |            |       |
|--|---------|-------|-----------|-------|------------|-------|
| Total population                                 | 132,725 |       | 1,669,890 |       | 35,278,768 |       |
| Hispanic or Latino                               | 22,041  | 16.6% | 416,660   | 25.0% | 12,523,379 | 35.5% |
| White alone                                      | 51,272  | 38.6% | 657,355   | 39.4% | 15,274,256 | 43.3% |
| Black or African American alone                  | 4,093   | 3.1%  | 39,985    | 2.4%  | 2,090,284  | 5.9%  |
| American Indian and Alaska Native alone          | 212     | 0.2%  | 5,404     | 0.3%  | 168,767    | 0.5%  |
| Asian alone                                      | 50,272  | 37.9% | 499,133   | 29.9% | 4,298,931  | 12.2% |
| Native Hawaiian and Other Pacific Islander alone | 1,053   | 0.8%  | 6,221     | 0.4%  | 114,987    | 0.3%  |
| Other race                                       | 484     | 0.4%  | 9,371     | 0.6%  | 148,164    | 0.4%  |
| Two or more races                                | 3,298   | 2.5%  | 35,761    | 2.1%  | 660,000    | 1.9%  |

| <b>HOUSEHOLDS BY TYPE</b>                            |        |       |         |       |            |       |
|--|--------|-------|---------|-------|------------|-------|
| Total households                                     | 52,135 |       | 580,130 |       | 12,097,894 |       |
| Family households (families)                         | 33,164 | 63.6% | 406,058 | 70.0% | 8,281,119  | 68.5% |
| With own children under 18 years                     | 2,397  | 4.6%  | 31,131  | 5.4%  | 892,079    | 7.4%  |
| Nonfamily households                                 | 18,971 | 36.4% | 174,072 | 30.0% | 3,816,775  | 31.5% |
| Households with one or more people under 18 years    | 16,377 | 31.4% | 223,536 | 38.5% | 4,680,774  | 38.7% |
| Households with one or more people 65 years and over | 11,069 | 21.2% | 119,957 | 20.7% | 2,686,771  | 22.2% |
| Average household size                               | 2.55   |       | 2.88    |       | 2.92       |       |

Source:

U.S. Census Bureau; American Community Survey, 2005 Summary Tables; generated by Sam McBane Mulford; using American FactFinder; <http://factfinder.census.gov>; (29 September 2006). Population projections for 2030 were by the Sunnyvale Community Development Department.

# Community Characteristics

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### Demographic Information

#### *Social Characteristics*

##### *Nativity and Immigrant Status*

The Library provides collections, services, cultural programs, and citizenship resources for its diverse community of customers. The data identify the significance of the cultural populations within the community, and are used to design high impact services, programs, and collections. Civic engagement, to include citizenship and voting, was of key concern to many in the community. 55.2 percent of the population was born in the United States, and 63.5 percent of those in California. **Of the foreign-born population, 35.1 percent are naturalized citizens, and 64.9 percent are not U.S. citizens.**

##### *Educational Attainment and School Enrollment*

Educational attainment and level of school enrollment (especially when coupled with public school performance data) give the Library a sense of the need to support formal education programs. The level of educational attainment already within the community indicates the need for a depth in services and collections to support reference and research.

Sunnyvale residents have a high level of educational attainment with 90.2 percent of the population 25 years and over achieving high school graduation or higher and 54.4 percent hold a bachelor's degree or higher. Only 4.8 percent of the population 25 years and over have no high school diploma, compared with 7.2 percent in the county and 9.4 percent in the state.

Over 11 percent of Sunnyvale's children are enrolled in nursery, pre-school, or kindergarten, while almost 40 percent are enrolled in elementary school. Almost 20 percent are in high school and 30 percent in college or graduate school.

##### *Literacy and English Language Proficiency*

The number of languages spoken and English language proficiency within the community directly relate to providing literacy services, foreign language materials, and programs. 48.5 percent of the population 5 years and over speak English only at home, while **51.5 percent of the population speak a language other than English. Of the non-English speaking population, 42.3 percent report speaking English less than 'very well.'**

## Community Characteristics

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## Demographic Information

| Selected Social Characteristics in the United States: 2005                   | City of Sunnyvale |          | County of Santa Clara |          | State of California |          |
|--|-------------------|----------|-----------------------|----------|---------------------|----------|
|  | Estimate          | % Total  | Estimate              | % Total  | Estimate            | % Total  |
| <b>PLACE OF BIRTH</b>  |                   |          |                       |          |                     |          |
| <b>Total population</b>  | <b>132,725</b>    |          | <b>1,669,890</b>      |          | <b>35,278,768</b>   |          |
| Native   | 74,774            | 56.3%    | 1,063,590             | 63.7%    | 25,667,412          | 72.8%    |
| Born in United States  | 73,213            | 55.2%    | 1,043,615             | 62.5%    | 25,299,229          | 71.7%    |
| State of residence   | 46,467            | 63.5%    | 750,809               | 71.9%    | 18,313,789          | 72.4%    |
| Different state  | 26,746            | 36.5%    | 292,806               | 28.1%    | 6,985,440           | 27.6%    |
| Born in Puerto Rico, U.S. Island areas, or born abroad to American parent(s) | 1,561             | 2.1%     | 19,975                | 1.9%     | 368,183             | 1.4%     |
| Foreign born   | 57,951            | 43.7%    | 606,300               | 36.3%    | 9,611,356           | 27.2%    |
| <b>U.S. CITIZENSHIP STATUS</b>   |                   |          |                       |          |                     |          |
| <b>Foreign-born population</b>   | <b>57,951</b>     |          | <b>606,300</b>        |          | <b>9,611,356</b>    |          |
| Naturalized U.S. citizen   | 20,316            | 35.1%    | 297,610               | 49.1%    | 4,128,137           | 43.0%    |
| Not a U.S. citizen   | 37,635            | 64.9%    | 308,690               | 50.9%    | 5,483,219           | 57.0%    |
| <b>SCHOOL ENROLLMENT</b>   |                   |          |                       |          |                     |          |
| <b>Population 3 years and over enrolled in school</b>                        | <b>30,196</b>     |          | <b>460,892</b>        |          | <b>10,281,601</b>   |          |
| Nursery school, preschool  | 2,711             | 9.0%     | 31,382                | 6.8%     | 588,835             | 5.7%     |
| Kindergarten   | 822               | 2.7%     | 23,614                | 5.1%     | 524,244             | 5.1%     |
| Elementary school (grades 1-8)   | 11,664            | 38.6%    | 183,185               | 39.7%    | 4,274,808           | 41.6%    |
| High school (grades 9-12)  | 5,953             | 19.7%    | 88,414                | 19.2%    | 2,295,771           | 22.3%    |
| College or graduate school   | 9,046             | 30.0%    | 134,297               | 29.1%    | 2,597,943           | 25.3%    |
| <b>EDUCATIONAL ATTAINMENT</b>  |                   |          |                       |          |                     |          |
| <b>Population 25 years and over</b>  | <b>94,575</b>     | <b>0</b> | <b>1,112,919</b>      | <b>0</b> | <b>22,299,041</b>   | <b>0</b> |
| 9th to 12th grade, no diploma  | 4,511             | 4.8%     | 80,431                | 7.2%     | 2,104,465           | 9.4%     |
| High school graduate (includes equivalency)                                  | 14,438            | 15.3%    | 183,625               | 16.5%    | 4,868,430           | 21.8%    |
| Bachelor's degree  | 28,554            | 30.2%    | 287,196               | 25.8%    | 4,215,208           | 18.9%    |
| Graduate or professional degree  | 22,937            | 24.3%    | 208,632               | 18.7%    | 2,370,752           | 10.6%    |
| Percent high school graduate or higher                                       | 90.2%             |          | 85.7%                 |          | 80.1%               |          |
| Percent bachelor's degree or higher  | 54.4%             |          | 44.6%                 |          | 29.5%               |          |
| <b>LANGUAGE SPOKEN AT HOME</b>   |                   |          |                       |          |                     |          |
| <b>Population 5 years and over</b>   | <b>122,091</b>    |          | <b>1,537,972</b>      |          | <b>32,599,457</b>   |          |
| English only   | 59,267            | 48.5%    | 777,720               | 50.6%    | 18,808,277          | 57.7%    |
| Language other than English  | 62,824            | 51.5%    | 760,252               | 49.4%    | 13,791,180          | 42.3%    |
| Speak English less than "very well"  | 26,564            | 42.3%    | 334,371               | 21.7%    | 6,594,802           | 20.2%    |
| Spanish  | 16,652            | 13.6%    | 279,517               | 18.2%    | 9,192,012           | 28.2%    |
| Speak English less than "very well"  | 9,984             | 60.0%    | 134,064               | 8.7%     | 4,565,527           | 14.0%    |
| Other Indo-European languages  | 13,514            | 11.1%    | 123,153               | 8.0%     | 1,378,597           | 4.2%     |
| Speak English less than "very well"  | 2,490             | 18.4%    | 28,793                | 1.9%     | 449,963             | 1.4%     |
| Asian and Pacific Islander languages   | 30,994            | 25.4%    | 341,350               | 22.2%    | 2,950,221           | 9.0%     |
| Speak English less than "very well"  | 13,472            | 43.5%    | 167,446               | 10.9%    | 1,501,224           | 4.6%     |
| Other languages  | 1,664             | 1.4%     | 16,232                | 1.1%     | 270,350             | 0.8%     |
| Speak English less than "very well"  | 618               | 37.1%    | 4,068                 | 0.3%     | 78,088              | 0.2%     |

Source:

U.S. Census Bureau; American Community Survey, 2005 Summary Tables; generated by Sam McBane Mulford; using American FactFinder; <http://factfinder.census.gov>; (29 September 2006). Population projections for 2030 were by the Sunnyvale Community Development Department.

# Community Characteristics

## section II

### Demographic Information

#### *Economic Characteristics*

#### *Occupational Characteristics and Types of Workers*

Occupational characteristics and types of worker data give the Library a sense of how to support the lifelong learning and continuing education needs of the community. 28.5 percent of the community reported management, professional and related occupations, while 6.8 percent and 9.7 percent reported service and sales, and office occupations, respectively.

#### *Income and Poverty*

Income and poverty data allow the Library to delve further into how it might assist individuals and families in achieving their next level of educational attainment and success within the community. Per capita income is \$38,547, compared to \$36,978 in Santa Clara County and \$26,800 in the State of California, while median family income is \$84,376 compared to \$89,716 in the County and \$61,476 in the State.

7.9 percent of all people in Sunnyvale live below poverty level compared to 8.3 percent in Santa Clara County and 13.3 percent in the State of California. **Almost 10 percent of people under 18 years and over 5 percent of people 65 years and older live below poverty level.**

| Selected Economic Characteristics: 2005  | City of Sunnyvale |         | County of Santa Clara |         | State of California |         |
|--|-------------------|---------|-----------------------|---------|---------------------|---------|
|  | Estimate          | % Total | Estimate              | % Total | Estimate            | % Total |
| <b>OCCUPATION</b>  |                   |         |                       |         |                     |         |
| Management, professional, and related occupations  | 37,824            | 28.5%   | 383,718               | 23.0%   | 5,678,875           | 16.1%   |
| Service occupations  | 9,045             | 6.8%    | 104,198               | 6.2%    | 2,587,587           | 7.3%    |
| Sales and office occupations   | 12,907            | 9.7%    | 182,354               | 10.9%   | 4,126,045           | 11.7%   |
| Farming, fishing, and forestry occupations   | 349               | 0.3%    | 849                   | 0.1%    | 203,868             | 0.0%    |
| Construction, extraction, maintenance and repair occupations   | 2,684             | 2.0%    | 56,319                | 3.4%    | 1,541,769           | 4.4%    |
| Production, transportation, and material moving occupations  | 4,275             | 3.2%    | 74,212                | 4.4%    | 1,870,400           | 5.3%    |
| <b>INCOME AND BENEFITS (IN 2005 INFLATION-ADJUSTED DOLLARS)</b>  |                   |         |                       |         |                     |         |
| Per capita income (dollars)  | 38,547            |         | 36,978                |         | 26,800              |         |
| Median family income (dollars)   | 84,376            |         | 89,716                |         | 61,476              |         |
| <b>PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL</b> |                   |         |                       |         |                     |         |
| All people   | 7.9%              |         | 8.3%                  |         | 13.3%               |         |
| Under 18 years   | 9.9%              |         | 10.6%                 |         | 18.6%               |         |
| 65 years and over  | 5.1%              |         | 6.7%                  |         | 8.1%                |         |

Source:

U.S. Census Bureau; American Community Survey, 2005 Summary Tables; generated by Sam McBane Mulford; using American FactFinder; <http://factfinder.census.gov>; (29 September 2006). Population projections for 2030 were by the Sunnyvale Community Development Department.

# Community Characteristics

## section II

### Demographic Information

#### *Housing Characteristics*

Very few homes are unoccupied within Sunnyvale, and almost 24 percent of community members came to the community prior to 1989. Fully 76.7 percent of the community came to Sunnyvale after the year 1990, which may be a root cause indicator as to why the community as a whole feels less connected to each other.

**The total number of homeowner versus renter occupied units, when coupled with the length of time in the community, above, illustrate a community in transition considering that 54 percent of the community moved in after 2000.** 49.1 percent of all homes are owner-occupied, with an average household size of 2.6, while renter-occupied homes represent the remaining 50.9 percent at 2.49 average household size. The number of rented homes is almost 11 percent greater than the county and 10 percent than the state.

39.9 percent of the total housing units are 1-unit, detached, compared to 55.3 percent in Santa Clara County and 57.8 percent in the State of California.

Median value for owner-occupied units is \$677,700, compared to \$681,700 for Santa Clara County and \$477,700 for the State of California.

| Selected Housing Characteristics: 2005         | City of Sunnyvale |         | County of Santa Clara |         | State of California |         |
|--|-------------------|---------|-----------------------|---------|---------------------|---------|
|  | Estimate          | % Total | Estimate              | % Total | Estimate            | % Total |
| <b>HOUSING OCCUPANCY</b>                       |                   |         |                       |         |                     |         |
| Total housing units                            | 54,789            |         | 605,121               |         | 12,989,254          |         |
| Occupied housing units                         | 52,135            | 95.2%   | 580,130               | 95.9%   | 12,097,894          | 93.1%   |
| <b>UNITS IN STRUCTURE</b>                      |                   |         |                       |         |                     |         |
| 1-unit, detached                               | 21,849            | 39.9%   | 334,380               | 55.3%   | 7,503,815           | 57.8%   |
| <b>HOUSING TENURE</b>                          |                   |         |                       |         |                     |         |
| Average household size of owner-occupied unit  | 2.6               |         | 3.03                  |         | 3.01                |         |
| Average household size of renter-occupied unit | 2.49              |         | 2.65                  |         | 2.78                |         |
| <b>YEAR HOUSEHOLDER MOVED INTO UNIT</b>        |                   |         |                       |         |                     |         |
| Moved in 2000 or later                         | 28,008            | 54%     | 298,294               | 51%     | 6,300,917           | 52%     |
| Moved in after 1990                            | 39,987            | 77%     | 436,868               | 75%     | 9,475,856           | 78%     |
| Moved in prior to 1989                         | 12,148            | 23.3%   | 143,259               | 24.7%   | 2,622,038           | 21.7%   |
| <b>VEHICLES AVAILABLE</b>                      |                   |         |                       |         |                     |         |
| No vehicles available                          | 1,998             | 3.8%    | 28,027                | 4.8%    | 921,154             | 7.6%    |
| 2 vehicles available                           | 21,521            | 41.3%   | 235,885               | 67.5%   | 4,602,213           | 65.1%   |
| <b>VALUE</b>                                   |                   |         |                       |         |                     |         |
| Median (dollars)                               | 677,600           |         | 681,700               |         | 477,700             |         |

#### Source:

U.S. Census Bureau; American Community Survey, 2005 Summary Tables; generated by Sam McBane Mulford; using American FactFinder; <http://factfinder.census.gov>; (29 September 2006). Population projections for 2030 were by the Sunnyvale Community Development Department.

# Community Characteristics

## section II

### Elements of the Community to be Served

The Library serves the whole of the community – any individual that walks through the door. Beyond the obvious target audiences of children, families, students, teens, seniors, immigrants, and businesses, there are organizations within the community that may collaborate with the Library to extend and enhance their ability to provide community and educational services.

### Public Schools Serving the City of Sunnyvale



*Sunnyvale Elementary School District*

Four public school districts serve the City of Sunnyvale. Students, teachers, and parents of public school children are high demand users of the Library and the Library will need to continue to consider their needs as it designs future services, programs, and collections. This list is provided to illustrate the number of public schools that serve the community and as a future resource for identifying liaisons and partnering opportunities. Libraries may be better suited than schools to provide services, programs, and collections for the student’s whole family, creating an environment that nurtures learning and removes barriers to success.

- Bishop Elementary
- Cherry Chase Elementary
- Columbia Middle School
- Cumberland Elementary
- Ellis Elementary
- Fairwood Elementary
- Lakewood Elementary
- San Miguel Elementary
- Sunnyvale Middle School
- Vargas Elementary

*Santa Clara Unified School District*

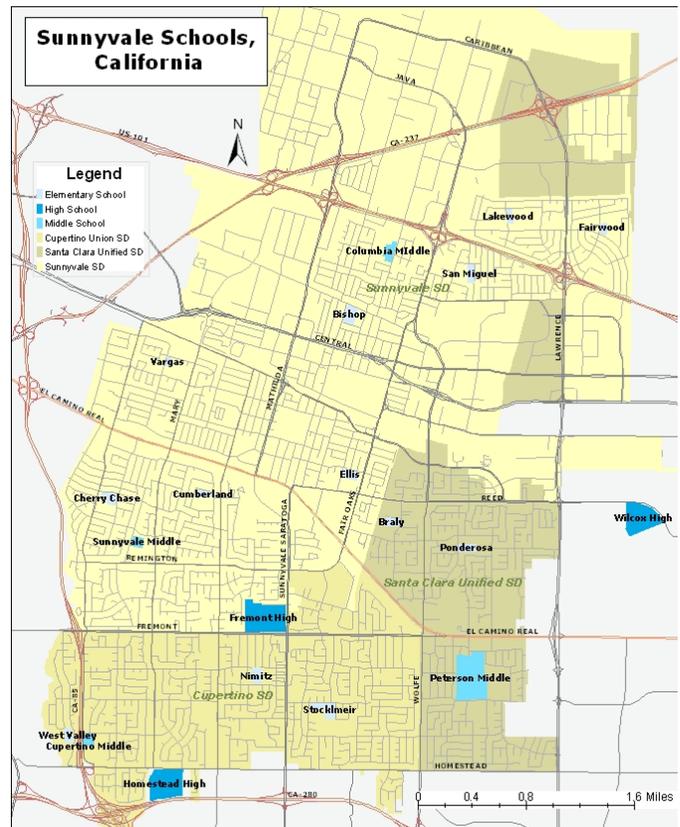
- Braly Elementary
- Ponderosa Elementary
- Peterson Middle School
- Wilcox High School

*Cupertino Union School District*

- Cupertino Middle School
- Nimitz Elementary
- Stockmeir Elementary
- West Valley Elementary

*Fremont Union High School District*

- Fremont High School
- Homestead High School



# Community Characteristics

## section II

### API Scores for Public Schools in Sunnyvale

School performance data is an indicator of need within certain schools where the Library may be able to impact student success and support formal education efforts in Sunnyvale. California's annual Academic Performance Index (API) is a measure of academic performance. It is a numeric index that ranges from a low of 200 to a high of 1,000. Five schools serving Sunnyvale score at the top of the ranking system, and approximately 50 percent of the public schools that serve Sunnyvale are performing at or above the statewide performance target score of 800.

| School                  | API<br>(2006 Growth) | API<br>(2005 Base) | 2005<br>Statewide Rank | Graduation<br>Rate | State Average<br>Graduation Rate |
|-------------------------|----------------------|--------------------|------------------------|--------------------|----------------------------------|
| Braly Elementary        | 781                  | 795                | 7                      |                    |                                  |
| Ponderosa Elementary    | 828                  | 820                | 8                      |                    |                                  |
| Nimitz Elementary       | 835                  | 812                | 8                      |                    |                                  |
| Stockmeir Elementary    | 932                  | 944                | 10                     |                    |                                  |
| West Valley Elementary  | 926                  | 923                | 10                     |                    |                                  |
| Bishop Elementary       | 745                  | 743                | 5                      |                    |                                  |
| Cherry Chase Elementary | 941                  | 917                | 10                     |                    |                                  |
| Cumberland Elementary   | 867                  | 872                | 9                      |                    |                                  |
| Ellis Elementary        | 823                  | 773                | 6                      |                    |                                  |
| Fairwood Elementary     | 791                  | 793                | 7                      |                    |                                  |
| Lakewood Elementary     | 765                  | 747                | 5                      |                    |                                  |
| San Miguel Elementary   | 720                  | 755                | 6                      |                    |                                  |
| Vargas Elementary       | 742                  | 728                | 5                      |                    |                                  |
| Cupertino Middle        | 907                  | 898                | 10                     |                    |                                  |
| Columbia Middle         | 717                  | 722                | 6                      |                    |                                  |
| Sunnyvale Middle        | 793                  | 795                | 8                      |                    |                                  |
| Peterson Middle         | 784                  | 780                | 8                      |                    |                                  |
| Fremont High            | 708                  | 699                | 6                      | 90.6               | 85                               |
| Homestead High          | 842                  | 824                | 10                     | 97.1               | 85                               |
| Wilcox High             | 717                  | 728                | 7                      | 95.7               | 85                               |

Source: California Department of Education, Policy & Evaluation Division, DataQuest Web Site, August 31 2006.

# Community Characteristics

## section II

### California High School Exit Exam (CAHSEE) Percentage Students Passing

Beginning with the Class of 2006, all public school students will be required to pass the CAHSEE exam to earn a high school diploma. The following table provides percentage students in Sunnyvale passing the exam, as well as gender and demographic breakdowns for score results.

Homestead and Wilcox High Schools are performing above the county and statewide exam scores in English Language Arts (ELA), and all high schools are performing above county and statewide scores in Math. Fremont High School is performing just below the county but above the statewide exam scores in the ELA.

In summary, female students are passing at a higher rate than male, and the African American or Black and Hispanic or Latino populations are not performing as well as their fellow students. Sunnyvale will not be able to sustain the graduation rate reported in past years unless improvements are made in the performance of students on the CAHSEE.

| School                | Subject | Total      | Female | Male | African American or Black | Asian | Filipino | Hispanic or Latino | White |
|-----------------------|---------|------------|--------|------|---------------------------|-------|----------|--------------------|-------|
| <b>Fremont High</b>   | ELA     | <b>64%</b> | 70%    | 60%  | 52%                       | 80%   | 70%      | 49%                | 87%   |
| <b>Homestead High</b> | ELA     | <b>81%</b> | 84%    | 78%  | 71%                       | 75%   | 79%      | 53%                | 96%   |
| <b>Wilcox High</b>    | ELA     | <b>71%</b> | 73%    | 69%  | 57%                       | 67%   | 76%      | 56%                | 92%   |
| COUNTYWIDE:           | ELA     | <b>65%</b> | 70%    | 61%  | 57%                       | 77%   | 72%      | 46%                | 86%   |
| STATEWIDE:            | ELA     | <b>61%</b> | 66%    | 56%  | 50%                       | 70%   | 78%      | 50%                | 81%   |
| <b>Fremont High</b>   | Math    | <b>71%</b> | 72%    | 70%  | 72%                       | 95%   | 67%      | 54%                | 93%   |
| <b>Homestead High</b> | Math    | <b>94%</b> | 94%    | 93%  | 54%                       | 98%   | 88%      | 76%                | 98%   |
| <b>Wilcox High</b>    | Math    | <b>78%</b> | 78%    | 77%  | 61%                       | 90%   | 83%      | 64%                | 88%   |
| COUNTYWIDE:           | Math    | <b>66%</b> | 66%    | 65%  | 49%                       | 90%   | 72%      | 46%                | 82%   |
| STATEWIDE:            | Math    | <b>59%</b> | 59%    | 59%  | 40%                       | 83%   | 76%      | 49%                | 77%   |

Note: Pacific Islanders and American Indian/Alaskan Native results have been omitted due to their small sample size

Source: California Department of Education, California High School Exit Examination (CAHSEE) Results, accessed from <http://www.cde.ca.gov/ta/tg/hs/> on September 15, 2006.

# Community Characteristics

## section II

### Public School Graduates with UC/CSU Required Courses (College Ready)

The following table presents graduates from the high schools in Sunnyvale that have acquired the required courses to establish eligibility for admission to the University of California and California State University higher education systems. This information does not directly correlate to 'college-bound' students, but is an indicator of the number of students who are eligible for enrollment at public California institutions of higher education.

Almost 44 percent of all graduating students at Wilcox High are prepared to enter college directly after graduation in California, while almost 49 percent and 52.5 percent are at Fremont and Homestead High, respectively. A range of 62 percent to 43 percent of all graduates in the three high schools that serve Sunnyvale have acquired the coursework to establish eligibility for admission to the University of California and California State University higher education systems compared to a statewide average of 35 percent.

| School                        | Gender       | Graduates with UC/CSU Required Courses |              |                    |                  |                      | Total          |                                    |
|-------------------------------|--------------|--|--------------|--------------------|------------------|----------------------|----------------|------------------------------------|
|                               |              | Asian                                  | Filipino     | Hispanic or Latino | African American | White (not Hispanic) | # of Grads     | Grads with UC/CSU Required Courses |
| Fremont High<br>(FUHSD)       | Female       | 86.4%                                  | 50.0%        | 24.5%              | 25.0%            | 57.1%                | 162            | 77 ( 47.5 %)                       |
|                               | Male         | 65.7%                                  | 45.7%        | 26.8%              | 25.0%            | 61.7%                | 184            | 91 ( 49.5 %)                       |
|                               | <b>Total</b> | <b>73.7%</b>                           | <b>47.5%</b> | <b>25.5%</b>       | <b>25.0%</b>     | <b>59.6%</b>         | <b>346</b>     | <b>168 ( 48.6 %)</b>               |
| Homestead High<br>(FUHSD)     | Female       | 77.3%                                  | 66.7%        | 50.0%              | 0.0%             | 70.5%                | 230            | 159 ( 69.1 %)                      |
|                               | Male         | 69.4%                                  | 60.0%        | 23.1%              | 20.0%            | 51.4%                | 207            | 114 ( 55.1 %)                      |
|                               | <b>Total</b> | <b>73.5%</b>                           | <b>63.6%</b> | <b>39.4%</b>       | <b>10.0%</b>     | <b>61.4%</b>         | <b>437</b>     | <b>273 ( 62.5 %)</b>               |
| Adrian Wilcox High<br>(SCUSD) | Female       | 71.7%                                  | 50.0%        | 22.2%              | 71.4%            | 41.9%                | 185            | 89 ( 48.1 %)                       |
|                               | Male         | 56.0%                                  | 52.9%        | 14.7%              | 30.0%            | 40.8%                | 189            | 74 ( 39.2 %)                       |
|                               | <b>Total</b> | <b>63.5%</b>                           | <b>51.1%</b> | <b>18.6%</b>       | <b>47.1%</b>     | <b>41.4%</b>         | <b>374</b>     | <b>163 ( 43.6 %)</b>               |
| County Total                  | Female       | 71.1%                                  | 46.7%        | 23.2%              | 30.9%            | 58.0%                | 7,669          | 3,802 ( 49.6 %)                    |
|                               | Male         | 59.7%                                  | 33.6%        | 18.5%              | 18.5%            | 47.3%                | 7,489          | 3,089 ( 41.2 %)                    |
|                               | <b>Total</b> | <b>65.3%</b>                           | <b>39.9%</b> | <b>21.0%</b>       | <b>25.0%</b>     | <b>52.6%</b>         | <b>15,158</b>  | <b>6,891 ( 45.5 %)</b>             |
| State Total                   | Female       | 63.9%                                  | 53.1%        | 27.5%              | 29.7%            | 45.6%                | 183,866        | 72,069 ( 39.2 %)                   |
|                               | Male         | 53.5%                                  | 40.4%        | 20.1%              | 19.8%            | 36.0%                | 171,359        | 52,915 ( 30.9 %)                   |
|                               | <b>Total</b> | <b>58.7%</b>                           | <b>46.6%</b> | <b>24.0%</b>       | <b>25.2%</b>     | <b>40.9%</b>         | <b>355,225</b> | <b>124,984 ( 35.2 %)</b>           |

**Note:** Pacific Islanders and American Indian/Alaskan Native results have been omitted due to their small sample size

Source: California Department of Education, Policy & Evaluation Division, DataQuest Web Site, August 31 2006

# Community Characteristics

## section II

### Private Schools Serving the City of Sunnyvale

While private schools may not have the same funding restrictions as public schools, they are also challenged in developing their resource libraries to meet the needs of their students. Sunnyvale is served by numerous private schools, and the students, parents and educators at these schools also create demand for materials and services at the Library. This list is provided to illustrate the number of private schools in the community and as a future resource for identifying liaisons and collaborating opportunities.

#### *Private Preschools*

- Appleseed Montessori
- Bishop Child Development Center
- Bright Beginnings
- California Young World
- Cherry Chase Child Development Center
- Community Preschool
- Cumberland Child Development Center
- Delor Montessori
- Happy Days CDC
- Little Rascals Child Care Center
- My Dream Academy
- Nimitz Child Development Center
- Ponderosa Child Development Center
- Pre-K Academy
- Presbyterian Early Learning Center
- Prodigy Child Development Center
- Raynor Child Development Center
- Stocklmeir Child Development Center
- Triumphant Learning Center
- Vargas Child Development Center

#### *Private Elementary Schools*

- Challenger
- French American School of Silicon Valley
- King's Academy
- Rainbow Montessori
- Resurrection School
- Silicon Valley Academy
- South Peninsula Hebrew Day School
- St. Cyprian's
- St. Martin's
- Stratford
- Sunnyvale Christian School

# Community Characteristics

## section II

### Institutions of Higher Education Located in or near Sunnyvale

While most institutions of higher education have library resources on campus, students often use public libraries to supplement what is available to them. The curriculum focus at these institutions may present itself as demand in usage of existing materials, as well as requests for materials to be purchased by the Library. Reference and information assistance questions at the Library are often structured around formal education requirements.

#### *Higher Education*

- Cogswell Polytechnical College
- Kushner Electroplating School
- Brooks College - Sunnyvale
- De Anza College, Foothill De Anza Community College District
- Foothill College, Foothill De Anza Community College District
- Mission College, West Valley Mission Community College District
- West Valley College, West Valley Mission Community College District
- San José State University, California State University
- San José City College
- Santa Clara University
- Stanford University
- Ohlone College, Ohlone Community College District
- University of California Extension-Santa Cruz
- University of East-West Medicine

# Community Characteristics

## section II

### Community Organizations and Potential Collaborations

Community organizations often refer individuals in need to the Library, and use the resources of the Library to extend and enhance their ability to provide services. The following list provides a sampling of the organizations in the community and may be used as a future resource for identifying liaisons and collaborating opportunities.

#### *Friends of the Sunnyvale Public Library*

The Friends of the Sunnyvale Public Library was organized in 1965 and incorporated in 1967. The Friends provide supplemental funding and support for programs, collections, and awareness of library services within the community through volunteer activities.

The Friends rely on donations of books and materials from the community, as well as Library discards, which they sell for a nominal charge to raise funds to support the Library's goals. A small area at the Library entry showcases the books available for purchase.

#### *Service Organizations & Other Community Stakeholders*

- Sunnyvale Community Services
- Rotary Club of Sunnyvale
- Sunnyvale Lions Club
- Chinese American Culture Center
- India Community Center
- League of Women Voters of Cupertino-Sunnyvale
- The Salvation Army
- Western Philatelic Library
- Sunnyvale Art Club

#### *Retirement Homes and Assisted Care Facilities*

- All Phase Care
- Andrea Residential Facility
- Aster Park Apartments
- At Home Senior Living
- Atria Sunnyvale
- Belmont Village of Sunnyvale
- Canyon House & Crescent Villa
- Crescent Terrace Apartments
- Homestead Park Apartments
- Idylwood Care Center
- Lakehaven Senior Care Home
- Lastreto Manor
- Life's Garden
- Magnolia Inn
- Microstar Care Home
- Miramar Plaza Apartments
- Morse Court Apartments
- Plaza De Las Flores
- Remington Place
- Serenity Homes
- Sunnyside Gardens
- Sunnyvale Health Care Facility

# Community Characteristics

## section II

### Community Organizations and Potential Collaborations

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>▫ Sunrise of Sunnyvale</li> <li>▫ Villa-Mar Residential Care Home</li> </ul>   |
| <i>Child Care</i>   | <ul style="list-style-type: none"> <li>▫ City of Sunnyvale Child Care Resources</li> <li>▫ Community Child Care Council of Santa Clara County, Inc. (4 C's)</li> </ul>  |
| <i>Domestic Violence and Child Abuse</i>                  | <ul style="list-style-type: none"> <li>▫ Victim Advocacy Program</li> <li>▫ Asian Women's Home</li> <li>▫ Next Door Solutions to Domestic Violence</li> <li>▫ Santa Clara County Child Abuse Hotline</li> <li>▫ Social Advocates for Youth (SAY)</li> <li>▫ Support Network for Battered Women</li> </ul>   |
| <i>Emergency Shelters and Food</i>                        | <ul style="list-style-type: none"> <li>▫ 24-Hour Shelter Hotline</li> <li>▫ Bill Wilson Center</li> <li>▫ Emergency Housing Consortium</li> <li>▫ Salvation Army</li> <li>▫ Sunnyvale Community Services</li> <li>▫ California Women, Infants and Children (WIC) Supplemental Nutrition Program</li> <li>▫ Our Daily Bread</li> <li>▫ Second Harvest Food Bank of Santa Clara County</li> </ul> |
| <i>Foster and Adoptive Care</i>                           | <ul style="list-style-type: none"> <li>▫ California Department of Family and Children's Service</li> <li>▫ Family and Children Service (private organization)</li> </ul>  |
| <i>Non-Emergency Shared Housing</i>                       | <ul style="list-style-type: none"> <li>▫ Catholic Charities of Santa Clara County</li> </ul>  |
| <i>Legal Assistance / Mediation / Conflict Management</i> | <ul style="list-style-type: none"> <li>▫ California Center for Law and the Deaf (CalCLAD)</li> <li>▫ Katharine and George Alexander Community Law Center</li> <li>▫ Pro Bono Project</li> <li>▫ Project Sentinel</li> <li>▫ Senior Adults Legal Assistance (SALA - in partnership with Sunnyvale Community Services)</li> </ul>   |
| <i>Cultural Institutions</i>                              | <ul style="list-style-type: none"> <li>▫ Sunnyvale Historical Society &amp; Museum Association</li> <li>▫ Iron Man Museum</li> <li>▫ Sunnyvale Community Players</li> <li>▫ California Theater Center</li> <li>▫ Sunnyvale Singers</li> <li>▫ Sunnyvale Theatre</li> <li>▫ Community Theatre at Remington Center</li> </ul>   |
| <i>Health and Wellness Service Providers</i>              | <ul style="list-style-type: none"> <li>▫ Alzheimer's Association Family Help Line</li> <li>▫ Camino Medical Group Urgent Care Clinic</li> <li>▫ Columbia Neighborhood Center</li> </ul>   |

# Community Characteristics

## section II

### Community Organizations and Potential Collaborations

- El Camino Hospital
- Lucile Packard Children's Hospital (Stanford)
- Pathways (Hospice – El Camino Hospital)
- Planned Parenthood
- RotaCare Free clinic
- Valley Health Center at Fair Oaks
- United Way First Call for Help
- Lucile Packard Children's Hospital
  - Teen Health
  - Parent Information and Referral Center
- Pathways Hospice

#### *Help Lines*

- "24/7 Line" Youth in Crisis Hotline
- AIDS Hotline
- Anti-Hate Hotline
- California Youth Crisis Line
- GLBT National Youth Talkline
- National Center for Missing and Exploited Children
- National Runaway Switchboard
- CONTACT Cares

#### *Counseling and Mental Health*

- Columbia Neighborhood Center
- Sunnyvale Community Counseling Center
- John F. Kennedy University Community Counseling Center
- TOUGHLOVE – Cupertino

#### *Drugs and Alcohol*

- Center for Substance Abuse Treatment
- Al Anon / Alateen
- Alcoholics Anonymous
- Narcotics Anonymous

#### *Suicide Prevention*

- Suicide and Crisis Services of Santa Clara County

#### *Neighborhood Organizations and Associations*

- Birdland Neighbors
- Braly Corners Neighborhood Association
- Canary Drive Neighborhood Association
- Charles Street 100
- Cherry Orchard Neighbors Association
- Cumberland South Neighborhood Association
- Gavello Glen Neighborhood Association
- Heritage District Neighborhood Association
- Lakewood Village Neighborhood Association

# Community Characteristics

## section II

### Community Organizations and Potential Collaborations

- Lowlanders Neighborhood Association
- Ortega Park Neighborhood Association
- Panama Park Neighborhood Association
- Raynor Park Neighborhood Association
- San Miguel Neighbors Association
- S.N.A.I.L.-Columbia Area
- SunnyArts
- Wrightmont Corner

# Community Characteristics

## section II

### City Government

Information about city governments needs to be readily available to the community to foster awareness, civic engagement, and community input in policy-making. Libraries often serve as a forum and resource for voters seeking opportunities to learn more about the issues that face the community. The opportunities for civic engagement and basic structure of the City are provided to illustrate the breadth of government information the community could access. There are also numerous opportunities for the Library to partner with other City departments to provide collaborative services to the community.

The City of Sunnyvale operates within the Council –Manager form of government. The Council’s seven elected members represent the community at large and serve a four-year term, with a limit to service of two consecutive terms. The mayor and vice-mayor serve one-year terms and are selected from the seated Council. The Board of Library Trustees is composed of five community members selected by Council. The role of the Board is to serve in an advisory role to the Library and Council. The following other Boards and Commissions provide residents an opportunity to advise the Council on issues and in the development of City policies affecting the community.

- Advisory Council to Council on Aging (Santa Clara County)
- Arts Commission
- Bicycle and Pedestrian Advisory Committee
- Board of Building Code Appeals
- Child Care Advisory Board
- Heritage Preservation Commission
- Housing and Human Services Commission
- Parks and Recreation Commission
- Personnel Board
- Planning Commission
- Advisory Committee on Accessibility (ACA)

The City Manager is appointed by the Council and serves as the Chief Executive Officer for the City. *The office of the City Manager includes:*

- City Clerk's Office
- Communications
- General Plan
- Intergovernmental Relations
- Community Resources
- ADA Coordinator

*Other departments within the City include:*

- Community Development
- Finance
- Human Resources
- Information Technology
- Library

# Community Characteristics

## section II

### City Government

- NOVA Department of Employment Development
- Office of the City Attorney
- Parks and Recreation
- Public Safety
- Public Works

# Library Services and Needs

## section III

### Introduction



This section provides information about current services, programs, and collections offered by the Sunnyvale Public Library, as a baseline for discussion about the future. In addition, summaries of all outreach to the community and customers regarding current and future services needs are included, and represent the basis for the development of the role of the Library within the community, as well as the Library's service priorities in response to the needs identified and projected.

The Sunnyvale community, through the outreach conducted in this process, has identified what they believe to be their current and future library needs. A snapshot of the Library and its current services, programs and collections is included for reference and as a benchmark for identifying opportunities for improvement in future services.

### A Snapshot of the Current Sunnyvale Public Library

In its Annual Report for July 2004 through June 2005 the Sunnyvale Public Library, celebrated the following statistics, events milestones, and additional plans:

#### ***“By the Numbers”***

- 1,818,370 items checked out by Library customers
- 191,166 responses given to customer inquiries for reference and information
- 737,506 customers welcomed to the Library
- 18,776 people in attendance at 604 programs conducted – many of which were funded by the Friends of the Library
- Library collections of 334,581 items

#### ***“Events”***

- Partnered with the community to develop a vision for the Sunnyvale Library of the Future
- Set a record for program attendance when 650 people came to hear Khaled Hosseini talk about his book, *The Kite Runner*
- Introduced a collection of downloadable eBooks and made them searchable through the online catalog
- Significantly expanded Spanish and Chinese language collections with help from a \$25,000 Global Languages Materials grant

#### ***“What’s Been Happening?”***

- Introduced new online catalog in August 2005
- Added new databases to the Library Web site
- Received 1,470 music cds through a California Antitrust Lawsuit
- Awarded a Satterberg Foundation Grant to enable children’s librarians to visit preschools and day care homes
- Celebrated Silicon Valley Reads
- Won PR Excellence Award from the California Library Association for the Library newsletter *Between the Lines*
- Introduced Internet scheduling software
- Launched Link +, a service which allows customers to borrow from statewide libraries

## Library Services and Needs

section III

## A Snapshot of the Current Sunnyvale Public Library

for free

## Current Services, Programs and Collections

*Use of the Library by the Community*

The Sunnyvale Public Library reports library statistics annually to The California State Library, which compiles this information to provide an overview of public, academic, special, and county law libraries statewide. The California State Library defines Sunnyvale as a Group 3 library, meaning the City population is between 100,000 and 150,000 persons. The following table shows some key statistics for FY 2004/2005 and FY 2005/2006 as reported to the California State Library.

|  | <b>FY 2004/2005</b> | <b>FY 2005/2006</b> |
|--|---------------------|---------------------|
| Borrowers  | 88,400              | 99,545*             |
| <u>Library Materials Held</u>                            |                     |                     |
| Book volumes   | 245,183             | 247,794             |
| Document units   | 4,209               | 5,083               |
| Microform reels  | 6,360               | 6,510               |
| Audio  | 18,231              | 18,782              |
| Video  | 21,508              | 23,347              |
| Periodicals  | 407                 | 447                 |
| Items checked out  | 1,818,370           | 1,891,080           |
| Checked out items per capita                             | 13.66               | 14.16               |
| Items loaned per hour                                    | 534                 | 556                 |
| Reference questions per capita                           | 1.44                | 1.32                |
| Items lent on Interlibrary Loan to other libraries       | 414                 | 2,071               |
| Items borrowed on Interlibrary Loan from other libraries | 183                 | 677                 |
| People entering the Library                              | 737,506             | 723,731             |
| Resident visits per year                                 | 5.4                 | 5.4                 |
| Hours of operation                                       | 3,403               | 3,403               |

\* FY 2005/2006 Number of borrowers includes expired cards not yet deleted as regularly scheduled due to the implementation of the new library system.

The Sunnyvale Library was the busiest in the State in FY 2004/2005, circulating 534 items every hour it was open. In FY 2005/2006, the items circulated per hour open increased to 556.

*Using Your Library Card*

The Library is open 7 days per week for a total of 68 hours per week:

|                     |                   |
|---------------------|-------------------|
| Monday – Thursday   | 10 a.m. to 9 p.m. |
| Friday and Saturday | 10 a.m. to 6 p.m. |
| Sunday              | 12 p.m. to 8 p.m. |

All California residents are eligible for a free Sunnyvale Library card with proof of address, and may get their card at the Circulation Desk.

# Library Services and Needs

## section III

### Current Services, Programs and Collections

#### Using Your Card at the Library

| Resource                   | Number you may borrow | Loan Period | Renewable | Reservable |
|----------------------------|-----------------------|-------------|-----------|------------|
| audiobooks                 | no limit              | 3 weeks     | yes       | yes        |
| books                      | no limit              | 3 weeks     | yes       | yes        |
| CDs                        | no limit              | 3 weeks     | yes       | yes        |
| DVDs-feature               | 3                     | 1 week      | no        | no         |
| DVDs-non-feature           | no limit              | 3 weeks     | yes       | yes        |
| Magazines-adult            | 6                     | 1 week      | no        | no         |
| Magazines-teens/children's | 6                     | 3 weeks     | yes       | no         |
| Pamphlets & maps           | no limit              | 3 weeks     | yes       | no         |
| SAMs Photofacts            | no limit              | 3 weeks     | yes       | no         |
| Videos-feature             | 3                     | 1 week      | no        | no         |
| Videos-non-feature         | or                    |             |           |            |
| children's                 | no limit              | 3 weeks     | yes       | yes        |

Library card holders may browse, renew, reserve, and check their account conveniently online at [www.sunnyvalelibrary.org](http://www.sunnyvalelibrary.org) or through the automated phone system. Renewals may also be done by phone, or in-person at the Circulation desk. Holds (reserves) may also be placed using the online catalog.

Overdue materials carry the following fees:

- .25¢ a day (\$8 maximum) for books, audiobooks, CDs, pamphlets and magazines
- 60¢ a day (\$10 maximum) for Interlibrary Loan Materials
- \$1 a day (\$8 maximum) for videos and DVDs

Additional service fees include:

- 50¢ per item for hold materials
- Cost of material plus processing for lost or damaged materials
- \$2.50 (minimum) per item and lender's charges, if applicable, for Interlibrary Loan.

#### Library Collections

- Children's materials comprise 25.43 percent of the total collection, and represent 38.09 percent of the total circulation of materials (items checked out of the Library)
- Non-English materials account for 4.85 percent of the collection, and represent 6.95 percent of the total circulation
- Adult media represents 9.39 percent of the collection and 22.27 percent of the circulation
- The remaining Adult collection represents 47.80 percent of the total and 31.95 percent of the circulation
- Miscellaneous materials represent 12.52 percent of the collection and 0.73 percent of the circulation

# Library Services and Needs

## section III

### Current Services, Programs and Collections

#### ***Reference Services***

The Library provides reference services in person, by phone, fax, and e-mail, online and by mail. The Library also provides suggested Web links, booklists, quick guides to suggested titles, and other resources as shortcuts to finding information.

#### ***Sunnyvale Resource Guide***

The Sunnyvale Resource Guide is an online information directory serving the following purposes:

- To provide a quick, consistent and comprehensive information tool to help City staff serve the residents of Sunnyvale
- To identify frequently requested City, County, State and private sector services
- To provide answers to frequently asked questions and concerns of Sunnyvale citizens

#### ***Teen Resource Guide***

The Sunnyvale Teen Resource Guide is an online database of information for teens and those who work with or care for them. The directory is comprised of local agency and organization information which provide services to teens, including counseling, health, employment, recreation, education, and more.

#### ***Online Resources***

The Sunnyvale Public Library offers the following online resources free to Library members. Most are available from home, school, or office, as well as on all Library computers.

- General Reference Center: Magazine articles and more
- Informé: Revistas en español (Magazines in Spanish)
- National Newspaper Index: Indexes America's top five newspapers
- Newspapers (Full Text): Hundreds of English-language newspapers
- San Jose Mercury News Full-Text: Full-text articles, 1985 to the present
- Genealogy Databases: Ancestry Library (Library use only), HeritageQuest Online
- Academic and Literature Databases
- Biography Resource Center: Profiles and articles on famous people
- CollegeSource Online: College catalogs and information
- Expanded Academic ASAP: Research across all academic disciplines
- Historic Resource Center: U.S.: U.S. history from pre-Colonial times to the present
- History Resource Center: World: World history research collection
- Learning Express Library: Online practice for job-related & academic exams
- Literature Resource Center: Critical analyses of literary works and more
- Live Homework Help: Free help from live tutors, for grades 4-12
- Opposing Viewpoints: Essays and background on current issues
- Student Resource Center: Curriculum-targeted articles and more
- NetLibrary eBooks: Thousands of titles to read online
- What Do I Read Next? Uncover new reading adventures

#### ***Business Resources:***

- Business & Company Resource Center: Articles and current, in-depth information
- CorpTech (Library use only): Profiles of high tech companies
- Reference USA: Detailed directory of U.S. companies
- NetLibrary eBooks: Includes many business- and computer-related titles
- Safari Tech Books Online: Computer-related titles

#### ***Health Resources:***

- Health and Wellness Resource Center: Articles and current, in-depth information

# Library Services and Needs

section III

## Current Services, Programs and Collections

### **Local Resources:**

- Sunnyvale Resource Guide: Directory of city services
- Teen Resource Guide: Activities and services for local teens

### **Internet Resources:**

- Suggested Web Sites: Selected by librarians
- Librarians' Internet Index (*lii.org*): Find reliable Web sites in hundreds of categories
- AskNow: Get personal assistance from a librarian live on the Web
- eBooks: Learn about all the types of eBooks Sunnyvale Library provides
- CalCat: Search all California public libraries at once

### **eBooks**

The Library offers Library members free access to eBooks from four separate providers:

- Califa Digital Books
- NetLibrary
- Safari Tech Books Online

### **Computers at the Library**

The Library provides free, high-speed Internet computer access to Library users. Printing is available for a charge using the Library's print/photocopy Vendcard system. There is presently no network access for users' personal computers. However, power outlets are available for laptop use. Wi-fi Internet access is provided by Metrofi.

Internet computers are equipped with the Internet Explorer and/or FireFox Web browsers. Files requiring other applications may be sent from or downloaded to a 3.5 inch floppy disk or USB device as attachments, but cannot be opened on Internet computers.

### **Citizenship Resources**

The Library provides test preparation books and videos, as well as referral to Web sites with practice questions and online citizenship tests and Adult Education classes in the area.

### **Special Outreach Services**

#### Special Outreach Services

S.O.S., or Special Outreach Services, is a program designed to provide library material selection and delivery to readers who are homebound. Every month customers can look forward to receiving a selection of books, books-on-tape, large print books, picture books, compact discs, or non-feature videos.

Sunnyvale residents who are unable to get to the Library because of age or physical disability are eligible for the S.O.S. service. Every month on a regularly scheduled day, the S.O.S. messenger delivers a bag of books or other library materials to the customer's door. Customers return the previous month's selections when the messenger brings new selections.

### **Sunnyvale Voices**

The Sunnyvale Voices, from Settlers to Silicon Web site – a Project of the Sunnyvale Public Library, was funded by the Library Services and Technology Act and administered by the California State Library.

View short reminiscences about the history of Sunnyvale as told by our residents, illustrated with contemporary and historical photographs from their own collections and from historical archives.

# Library Services and Needs

## section III

### Current Services, Programs and Collections

#### ***Patent and Trademark Services***

The Sunnyvale Library is a Patent and Trademark Depository Library (PTDL). Supported by a US Patent and Trademark Office (USPTO) program and expert staff, PTDLs are the primary personalized channel for the distribution of patent and trademark information to the public. Annual week-long training seminars at the USPTO provide Sunnyvale librarians with the most current patent and trademark information.

As a PTDL, Sunnyvale Public Library offers:

- Free access to patent and trademark documents in various formats including through the USPTO Web site [www.uspto.gov](http://www.uspto.gov), CD-ROM DVD-ROM, and paper
- Patent searching guides and other reference materials on intellectual property
- USPTO-trained staff to answer patent and trademark questions and the ability to request assistance from USPTO experts for obtaining information if further support is needed

#### ***Program Notification***

Library users may receive e-mail notifications of upcoming Adult Programs and/or Children's/Teens programs.

#### ***Programs for Children***

An example of what is offered currently at the Library – accessed from the Web site in October, 2006:

#### Programs for Children at the Sunnyvale Library

##### Special Programs

- \*TumbleBooks\*
- \* Family Storytimes in Russian & English\*
- \*Halloween Harvest\*
- \*For Parents\*
- Inspire your Child to Read, A literacy workshop presented by teacher Cindy Thomas
- Tips for parents of children ages 1-7
- \*Storytimes\*
- \*Mother Goose\* for Pre-Walkers, For infants, until walking with a parent or caregiver
- \*Mother Goose\* for Walkers to age 2, For children beginning to walk through age 2 with a parent or caregiver
- \*Morning Toddler Storytime\*, For children ages 2 to 3 ½:
- \*Time for Tales\*
- \*Family Storytime\*
- \*Cuentos en Español para la familia entera!\*
- \*Night Owl Storytime\*
- \*Preschool Storytime\*
- A weekly small-group program for children ages 3 to 5 who are able to participate without a parent or caregiver.
- Each 6-week session will focus on a different skill leading to kindergarten readiness.
- This session will include stories and songs about letters and numbers.



#### ***Programs for Teens***

Teens on the Web: Sunnyvale Library Web site for, by and about Sunnyvale's Teens.

# Library Services and Needs

section III

## Current Services, Programs and Collections



Teens on the Web:

- College & Careers
- Books & Reading
- Activities & Interests
- Tips for Teens
- Teen Writings
- Homework Help



Teen Resource Guide

Try out this database to locate local agencies and organizations that provide services to teens, including counseling, health, employment, recreation, education and more.

\* Yarn Days \*

Learn to knit or crochet! Teens and interested adults are welcome to bring their yarn projects to the Library Program Room and have fun while working on them. If you want to learn how, bring some yarn. We'll supply the knitting needles or crochet hooks and teach you how.



\* Online Resources \*

Did you know ... You can use the Library in your pajamas (from home, of course.)

Through the Sunnyvale Library's Web site, you can get current, reliable information to use for school and for fun.



Discover the many online resources that offer magazine and newspaper articles, encyclopedia essays, health reports, biographical information, literary criticism, and much more. All you need is your Sunnyvale Library card number.

Of particular interest to teens:

Student Resource Center

- Essays, articles, and background information on all your research needs

Opposing Viewpoints:

- Fact and opinion on many social issues

Learning Express Library

- \*NEW\* Online practice tests offering real test-taking experience, instant scoring, and personalized analysis on a wide variety of job-related and academic exams. To create an account from outside the Library, use your Sunnyvale Library card number as your user name.

... And lots more.

Give them a try!

**Programs for  
Adults**

An example of what is offered currently at the Library – accessed from the Web site in October, 2006:

# Library Services and Needs

## section III

### Current Services, Programs and Collections



- \* Book Discussion Group\*
- \* Shakespeare Read-Along\*
- \* Yarn Days

#### Classes:

- \* Basic Business Research\*
- \* Computer Basics
- \* Extreme Googling
- \* Free Databases @ Your Library
- \* Genealogy Databases
- \* Searching the Internet



#### \*Book Discussion Group\*

- The third Thursday of every month, enjoy the fellowship of readers as you share impressions of books selected by the group, discovering new viewpoints and deepening your reading experience.

#### \*Read-Along Shakespeare \*

- The first Monday of every month, gather in the Library Program Room at 7 p.m. with other fans of the Bard to read his works and gain new appreciation of these timeless masterpieces. All are welcome!



#### \* Yarn Days \*

- Learn to knit or crochet! Teens and interested adults are welcome to bring their yarn projects to the Library Program Room and have fun while working on them. If you want to learn how, bring some yarn. We'll supply the knitting needles or crochet hooks and teach you how.



#### Adult Classes

Adult classes in the Library are a great way to get a free introduction to the Library and its resources, including how to use computers and the Internet, fast becoming one of life's necessities! Each class is one session, and meets in the Library Program Room.



#### Introducing a \*New\* class:

##### Basic Business Research

- Learn how to find information on launching, financing and managing a small business, writing a business plan, finding company performance data, and performing competitive analysis.

##### Computer Basics

- A presentation designed for new or first time computer users, with an opportunity for hands-on practice. Learn about computers in a relaxed, stress-free setting. This part lecture, part hands-on program lasts two hours. Registration is required. Register up to two weeks ahead of time at the Library's Reference Desk or by calling (408) 730-7300.

##### Extreme Googling

- Learn how to get the MOST out of Google and improve searching efficiency. You will learn why word order is important, how Google "thinks," and how to limit and combine terms.

# Library Services and Needs

section III

## Current Services, Programs and Collections

### Searching the Internet

- Find the information you want in minutes. Learn effective search engines and indexes, and discover great places to start your search. Meet some specialized search engines, visit the Invisible Web, and explore some special features of your favorite research tools. For those familiar with the Internet.

### Genealogy Databases

- Learn about two of the library's newest databases, Ancestry Library Edition and HeritageQuest Online. The course will cover content, basic searching, and printing techniques.

Some of the Library's most valuable and up-to-date resources are online. Learn how to get free access to millions of web-based magazine and newspaper articles, thousands of e-Books, detailed company directories, in-depth information on health, business, controversial issues, and more.

### Registration info:

Register for the Computer Basics class (was Computer Comfort) up to two weeks ahead of time at the Library's Reference Desk or by calling (408) 730-7300.

No registration required for any other classes.

\*You must be a member of the Senior Center to attend classes offered at that location.

### CLASSES ON REQUEST:

The following classes are available by request to groups of five or more.

Please contact the Adult Services Division at:

(408) 730-7300.

### Using the Library Catalog

- Learn about the most powerful tool in the Library – the online catalog. This hands-on course demonstrates how to use the catalog to search for books, videos, music, and other materials in the Library and check their availability. Also discover how to use advanced catalog options such as renewing materials online, viewing the items you currently have checked out, accessing the catalog from home, and more.

### Quick Answers at the Library

- Where can you go to find answers to your medical, legal, consumer, and travel questions? Find out how the Library can help in this overview of some of the Library's most useful resources, as well as valuable databases and Web sites.

### *Public Conduct in the Library*

The Sunnyvale Public Library and the Board of Library Trustees welcome you to the Library facility and hope that you enjoy your time here. In order to provide a positive, safe and equitable experience at the Library, we ask you to observe the following rules and comply with staff member direction.

### **Please respect the right of everyone to enjoy a pleasant Library environment.**

- Behave with courtesy and respect to others. Patrons exhibiting any behavior that is disruptive, threatening, abusive, bothersome or questionable in any way may be

# Library Services and Needs

## section III

### Current Services, Programs and Collections

asked to leave the Library.

- Silence personal electronic devices such as cell phones, computers, pagers or music players that would disturb other Library users. Keep voices down and conversations at a minimum.
- Several areas of the Library have been designated as “Quiet Areas.” Refrain from talking in those areas.
- Consume all food and drinks (except bottled water) outside the Library.
- Individuals whose bodily hygiene disturbs others will be asked to leave the Library.
- Smoking, drugs and alcoholic beverages are not allowed in the Library.
- Taking photographs of Library customers or staff without their permission is prohibited.
- Obey all applicable federal, state and local laws.

#### **Please keep the Library a safe place.**

- Keep personal items with you. The Library cannot be responsible for unattended items.
- Large or bulky items or objects that might create a safety hazard or nuisance must be left outside the Library.
- Keep bicycles or carts outside the Library.
- While in or around the Library, do not ride skateboards, bicycles, rollerblades, scooters, etc., that could cause injury to you or others.
- For their safety, children under 8 years of age must be directly supervised by a responsible adult in the Library.

#### **Please treat the Library with respect.**

- Use the Library facility, equipment, materials and furnishings as intended. Refrain from tilting chairs, placing feet on furniture or moving furniture.
- Malicious damage and/or destruction of Library materials or property are subject to prosecution. (*California Penal Code Section 594*)
- Only service animals such as guide dogs are permitted in the Library. All other animals must remain outside.
- Sleeping, bathing, shaving, washing clothes, etc., are not permitted in the Library.

# Library Services and Needs

## section III

### The Value of the Library in the Community

#### *Access to Resources and Information*



#### *Collections, Programs and Services*

While developing the Library of the Future it is important to understand and hold on to what is currently working and valued about the Library of today. The following is a summary of what the community participants commented should be carried forward as the Library moves into the future.

A free library with free access to collections, services, and programs is very important to community members.

The extensive open hours of the Sunnyvale Library do not go unnoticed or under appreciated. The community values the fact that the Library is open 7 days a week. They want to make sure that the Library will remain open on Sundays and in the evenings and of course would like to extend the hours as much as possible. They particularly appreciate that Sunnyvale Library remains open on Sunday when many of the other neighboring cities do not and they realize that this draws patrons from all over the area to their Library on Sundays.

The community can often find informational and educational books at the Library that are either hard to find or expensive through other sources. The reference librarians are very helpful when doing specific research and many people use the Library to study or do research. Either through personal response while at the Library or quick response time by telephone or e-mail by the reference librarian is a very important and appreciated service. College text books, educational material as well as nonfiction resources are needed and valued and many feel that Sunnyvale has excellent reference books for research.

As it moves into the future, the community does not want to lose the personal touch that the Library currently offers. They feel that the librarians are friendly, helpful and efficient in the delivery of services and stay up to date with the needs of the community. They feel that when they need help from a librarian that there is someone there to serve their needs.

Overall, it is felt that the Library currently has a good and reasonable collection of books and that for the most part, materials are available to the public when they need them, or the Library adds or obtains resources for the collection if they are not available. The community of Sunnyvale has a high level of appreciation for *the book* and wants to make sure that a large collection is maintained, but also appreciates that materials are available in a variety of formats to include DVDs, books-on-CD, music CDs, etc.

Many felt that the new book collection was both good and well displayed so that it makes it easy to browse and see what is available. There is also a high degree of appreciation by those that want to browse through the Library with no specific need and explore what is available and of interest and then sit and relax with a good book in the Library. Those that want to search for a specific item appreciate that they can check to see if materials are available online, search on their own, or receive quick and effective assistance from Library staff. Besides the ease of access with the online catalog, they also felt that it was easy to navigate and that it was particularly nice that they can view the cover of the book when searching.

## Library Services and Needs

section III

### The Value of the Library in the Community

It is interesting to note that while Sunnyvale has a lower ratio of materials to population, in general, there is a high level of satisfaction related to the collection. This may be the result of the Library's careful collection development strategy and responsiveness to user purchase requests.

The variety and types of programs offered by the Library are also valued and appreciated. The community enjoys participatory activities like book discussions, Shakespeare read-along, author talks, performances, etc. Programs that are specific to the young children are highly valued by the parents and the children. They appreciate free access to both recreational and educational programs and feel that the quality of Story Time by a trained professional is great. They also value bilingual Story Time during the summer.

The patrons' ability to find what they need and want and then to effectively check out materials is also valued. They feel that both self-check and staff check out stations are efficient and effective. The children enjoy using the self-check and actively participate in checking out their own materials. Library users are excited by the online catalog and online renewals and appreciate receiving notices online for approaching due dates or overdues.

#### *Technology*



#### *The Community Reflected in the Library*

As mentioned above, access to online catalog and information is valued by patrons. Once in the Library, the availability of computers with free Internet access is a service that is very important to the community. Wireless Internet access within the Library is a welcome addition. The online newsletter is very informative and the Web site is used to renew books, receive tutoring, etc. By providing computers throughout the Library it is a resource that everyone can use. Specific computers for children and teens are very important. This allows everyone to explore subjects of interest and gain knowledge for such things as travel, home projects, child development, philosophy, psychology, religion, and politics all at their own pace.

The community feels that the Library is very well-used and that the users are very representative of the whole community. The sheer number of people that use the Library is very exciting and the fact that they are made up of a variety of people of all ages, ethnicity, and occupations is a testament to its value as a community asset. They appreciate that materials are available in a wide variety of foreign languages that represent the population of the city. They also like that the Library has a collection of historical data for the city and that they can obtain the knowledge of what the past was like in Sunnyvale.

They see the Library as an important community place and that it brings consistency and stability to the community. It is a meeting place for the community. There is a feeling that you can count on the Library and that it is a popular destination, especially during a heat-wave!

With Sunnyvale's roots in innovation and the entrepreneurial spirit, many feel that it is appropriate that Sunnyvale maintain patent and intellectual property information and services.

The community feels that the sale of gift books is a wonderful cycle of support for the

# Library Services and Needs

## section III

### The Value of the Library in the Community

Library and the community. The collection that is for sale has a good variety of foreign language materials, computer books, children's books and the prices are so reasonable. It feels good that the funds are going back to the Library to support their new collection. They would like to continue collaborative programs such as this one.

The community's appreciation for the arts is very valued through the Library. Whether by creating displays of children's art in the children's area or providing the statue at the entrance to the Library, access to programs on opera, jazz or access to written and recorded music, each of these creates a community asset in the arts. The Art Show by the Sunnyvale Art Club is another contributor to the community.

It works well to use the Library to promote citywide activities with Parks and Recreation and other city departments as well as in the promotion of other community organizations within the city. The Library newsletter 'Between the Lines' is great and appreciated as a community outreach method.

#### Facilities



The Library is generally thought to be well-located in the center of the community and has plentiful and accessible parking for Library users. At its heaviest use times the parking lot can be very full and busy, but still parking can usually be found. They like the very welcoming open area at the entrance of the Library, the landscaping and the statue. The statue sits greeting patrons as they come into the Library and is loved by all but especially by the children. Young to old can be seen sitting with, patting the head of and discussing the events of the day with the statue which has become a symbol and an icon of Sunnyvale and a connection to all users.

Many like the current Library facilities and feel that it is a good building with a good design. They feel that it has a friendly atmosphere and the addition of a fireplace, carpeting, soft seating, etc. make it a comfortable place to come and spend time. They appreciate the variety of spaces from quiet areas to discussion areas. They realize that the building grew over time and it created many smaller areas in the Library, but these *nooks and crannies* are appreciated for their scale and feel and are liked. They appreciate special places for children and teens to have for their own collections and needs met. The general atmosphere of the Library feels very comfortable and it is always relaxing for a short period, a good place to read the paper, and for some it is like a retreat.

The community feels like the Library is a very clean and well-maintained space. They notice that even the equipment is clean and they appreciate the effort. The Library's acoustics are generally good and the fact that there are no noisy escalators, like in the Martin Luther King Library, for circulation to the second floor is seen as a plus. It feels safe and quiet for all library users from children to adults because spaces are specifically designed for each use. The fact that the Sunnyvale Public Library is located next to a public safety facility makes it feel even safer. The Library is also thought to be very accessible for disabled users with an easy entry, wide aisles and lots of open space within the building.

# Library Services and Needs

section III

## Looking to the Future – Opportunities for Improvement

### *Access to Resources and the Library*

In developing the library of the future, it is also important to understand where the community believes the Library can improve its services. The following is a summary of what the community participants offered for consideration as the Library moves into the future.

Many of the outreach comments revolved around the barriers to Library use. The location, distance to the Library from elsewhere in the community, and public transportation were identified as issues that prevented people from visiting the Library as much as they would like. Transportation to the Library for some within the community, as well as the fact that the bookmobile services are no longer available, were widely reported as barriers to access.

Parking, although perceived as usually available, was a consideration for many. The lot is described as dangerous, with convoluted vehicular and pedestrian circulation and difficult navigation.

Hours and days of operation, while described by many as better than other libraries, are not 24/7, which many would like. For students, later evening hours would help them with their school assignments, and for those that work non-traditional hours or multiple jobs, the Library is open when they cannot visit.

The disconnection of the Library from other community resources, except City Hall, was also mentioned. Customers would like the Library to be a destination – but one that also is integrated into other community and cultural activities services.

### *Collections, Programs and Services*

The community is appreciative of what they have, but would like to see greater breadth and depth in the collections and resources available. There is a loud and urgent call for more books and media in all formats, but especially feature DVDs, music CDs and audiobooks. As far as the community is concerned, the Library could not have enough children and family oriented materials to satisfy the high demand, and it is clear that additional foreign language materials and literacy materials are necessary to support both the demand and the need in the community.

A greater teen collection is desired, one that will attract teens and keep them active in the Library. Even more informational databases and other electronic resources than currently provided are being asked for, and easy access to materials from other libraries is desired as well.

Although Sunnyvale stakeholders were very positive about Library programming, they wanted to be sure that the Library of the Future offered programs for all ages of children, from babies through teens, and adults. They would like to have more programs for each age group and have large and small program rooms available, so that small storytimes and book discussions could be held in one designated place and larger cultural festivals, puppet shows or author presentations could be held in a larger venue or an in-Library theatre. Many responders requested multi-cultural programming, including dance, music, plays, speakers on health, business, books, retirement and other subjects for children, adults and families.

# Library Services and Needs

## section III

### Looking to the Future – Opportunities for Improvement

#### *Community Reflected in the Library*

Parents, children and teens listed the following types of programs as important to offer more of at the Library: summer reading, storytelling, book clubs, teen activities, intergenerational and family activities, science, visits from school classes and other interactions with schools, tours of the Library, and cultural presentations appealing to people of different ethnicities and ages. Adults wanted even more programs to include summer reading; book groups; opera singing and other music programs, including jazz bands; computer classes; information on databases, travel, health, science and more; popular author visits; and coordination with museums for exhibits and programs.

A common theme with all of the above is that they want the programs at the Library and they want them to be free of charge.

Diversity in the Sunnyvale community, which spans age, interests, culture, as well as reflects different library needs (at different times and at different points in life), surfaced as an issue the Library will need to address in the future. The Library must be aware that people, throughout the course of their lives, and even on different days, have different and diverse needs. The Library must also realize that the needs of target populations such as seniors, for example, can and often do overlap with individuals who may not belong to these target groups.

Providing a library facility that does not disenfranchise any segment of the community, but engages all, emerged as a strong concept in the outreach process. Quiet areas and active areas, zoning of activities, meeting and study rooms and spaces to accomplish group work and individual study without bothering others or being bothered by others were all requested.

Many community members would like to see their cultures reflected and celebrated within the Library. Learning about other cultures is something they are also interested in. Whether through materials, services, cultural programs or art and artifacts, community members would like to ‘see themselves in the Library.’ This extends to communication with staff. Many of the staff speaks other languages, but individuals who do not speak English well made comments that this was a barrier for them in use of the Library.

It is felt that community outreach is working well in schools that have a designated liaison, and where there is a strong connection with the Library. The community wants to make sure that outreach is maintained to the non-Library users and that everyone in the community should understand the value that the Library can bring to them and feel welcome.

Library users had many suggestions for improvements to the Web site and the online catalog. Amazon and Google were described as best practices for customer service – the search engines help you when you have spelled something incorrectly and are easily navigable. The customer experience is enhanced through advisories like “you may like this...,” reader contributed reviews, history of usage so that one does not forget and check out the same book again, and account management services. Intuitive use of the technology

# Library Services and Needs

## section III

### Looking to the Future – Opportunities for Improvement

#### **Technology**

and embedded assistance (searching the Amazon Web site and getting a link to show the material available at the Sunnyvale Library) were described as desirable improvements.

A drive-up book drop is highly desired, and would make the Library more convenient for customers (and staff!).

Widely discussed was the concept of even more access to technology (computers, Internet access, electronic resources, etc.) and the Library providing this access to bridge the technology gap for those who do not have access at home or work. Customers would like to have longer periods of time at computer stations.

Relevant to access to technology were comments regarding the need for even more instruction in the use of technology for those that are ‘challenged’ or ‘technology illiterate’. Customers know that technologies dictate formats, but they also want technology to support their interaction with the Library and its resources. Library customers do not expect the Library to have ‘cutting-edge’ technologies, but everyone stressed the importance of keeping up with, and not lagging behind available technologies. If technology is ubiquitous in everyday life, they do expect to be able to access it at the Library. Library users need the ability to download to personal technology devices and storage media, as well as expect access to touch screen and voice activated technology interfaces.

Prevalent in the outreach was the widespread call for a rich multi-media environment that allows individuals to make full use of electronic resources through audio and visual means. Library users requested computers with CD/DVD players and burners, headsets to allow listening, applications to support multi-media development and editing of documents, and the ability to download material to personal USB drives and other devices. Some mentioned that there is a lack of computer manuals for software that the Library has installed on the computers.

Wireless is important but is not fully available throughout the entire Library, most likely due to the existing structure. Many would like to sit inside or outside and use laptops.

#### **Facilities**

From the inside out, Sunnyvale would like to see a sustainable, ‘environmentally sound’, green design for the Library of the Future. Lighting, both natural and artificial, is important to the quality of the library experience and special attention should be paid to both ambient and task oriented lighting to meet different needs. Especially as the population ages, lighting in the Library is not only supportive of reading, but tied to physical safety.

Use of exterior spaces, to include courtyards, learning and reading areas, eating areas, sculptural gardens, and even a labyrinth for reflection and meditation were identified as a means to extend the Library beyond its walls and take advantage of the climate and the outdoors.

Comfortable spaces and a variety of seating, configured to provide opportunities for socialization or contemplation, were identified as improvements to the current space and layout of the Library. Spaces for quiet and highly active environments where ‘children can

# Library Services and Needs

## section III

### Looking to the Future – Opportunities for Improvement

be children’ and ‘it is okay to be a teen’ were identified as necessary to provide a library experience that all could enjoy without fear of bothering others or being bothered. The furniture should be ‘hot’ to accommodate use of personal technologies in the Library with the ability to plug into power and data.

A children’s area that is ‘magical’, lively, dynamic, colorful, inspiring and also provides places for families to cuddle up and read was high on everyone’s list. Interactive spaces and objects, child-friendly seating and a playful environment, and engaging materials and textures were described. However, there was also concern about segregating the children’s area to ensure safety and using materials that are easy to clean and mitigate the spreading of germs in highly used public places.

Teens need a space of their own in the Library. Many tweens and teens disengage from the Library even when they used it heavily as children because the Library did not adapt to their needs as they grew. No longer a child, and not yet an adult – teens in the community do not feel the Library is a place for them. The Library needs to engage the youth and create environments that inspire and challenge them as they learn and develop. But these spaces need to provide a rich multi-media environment and multiple formats of materials to appeal to youth and attract and keep them in the Library. Whether in the Teen space, or meeting rooms, these are opportunities to collaborate with the Parks and Recreation Department on programming and managing public use of spaces.

Desired amenities included a café to provide ‘nourishment’ or just coffee, as well as the Friends of the Sunnyvale Library book sale area. Multipurpose meeting rooms were called for repeatedly and by every element of the library audience – to accommodate everything from community wide meetings, authors and lectures, parenting and book clubs, to cultural programming and remote participation in other events using a technology rich conference room space. The Library is seen as the ‘voicebox’ of the community. Even a ‘modular auditorium with an holographic projector’ that would supplement other materials and research with a virtual experience was identified as something that would be experienced in the future.

Lastly, the future facility must be flexible and adaptable. The number of stacks may give way to other uses – there is no argument that print materials will not go away, but there is agreement that the amount of print may diminish in the future.

Please refer to the Appendix in Library of the Future Study and Strategy Volume 2 for the complete record of public comments.

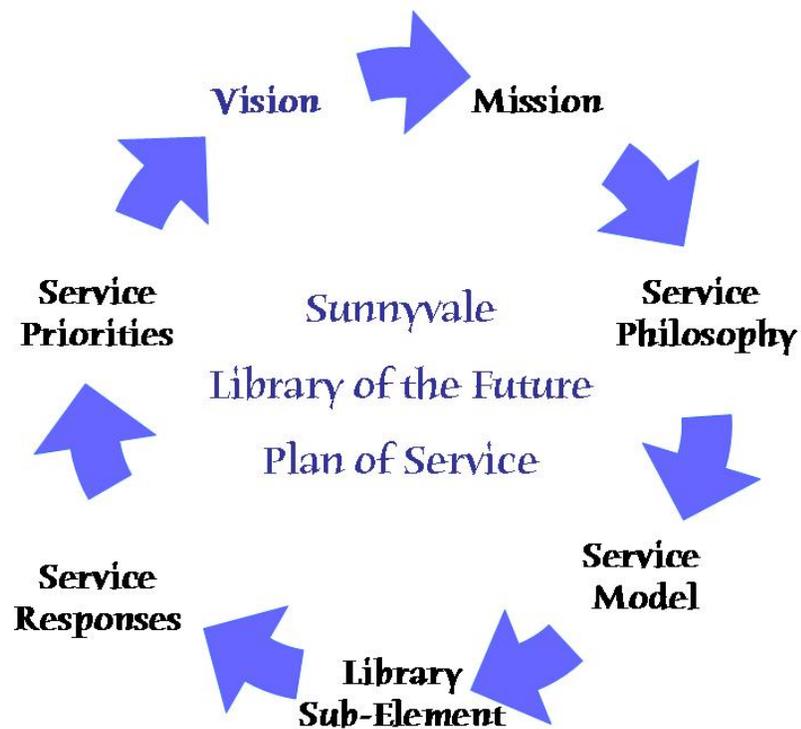
# Library of the Future Plan of Service

section IV

## Vision for the Sunnyvale Library of the Future

The purpose of the Plan of Service is to provide a representation of the new service model, as well as methodologies for updating the model as the Library evolves. The plan provides a more in-depth and thorough understanding of the required library service responses and priorities, with clarification of the goals and actions necessary to achieve the vision created by the community.

The Plan of Service is comprised of foundational elements that serve as building blocks – beginning with a Vision and Mission and ending in Service Priorities for the Library. The following diagram illustrates these elements and their interrelationships.



The Vision and Mission of the Library of the Future, articulated through outreach to the community and work with library staff and partners, guide the service responses developed by the library expressed in the Service Delivery Philosophy and new Service Model diagram. Service responses, as well as the near-term priorities for Library services, are included to elaborate upon how the Library will meet the needs of the community.

As additional outreach and analysis was done, a public vision for the Library of the Future has emerged which weaves together the distinct and diverse needs of the community served by the Library.

# Library of the Future Plan of Service

section IV

## Vision for the Sunnyvale Library of the Future

*The Vision for the Sunnyvale Public Library of the Future*

*The Sunnyvale Public Library will be a gateway to lifelong learning and enrichment in a safe, nurturing, and dynamic environment.*

As a gateway to lifelong learning and enrichment, the Sunnyvale Public Library:

- Prioritizes early childhood development and family literacy
- Provides access to information and ideas to support both formal education and independent learning
- Supports the acquisition of basic information literacy and technology skills by all library users
- Serves as a cultural depository of popular literature, music and motion pictures representative of our diverse cultures

The Library will be a safe, nurturing, and dynamic environment which:

- Serves as a focal center for the community, providing programs of varying types and sizes, public discussions, community activities, and meeting spaces
- Provides a variety of areas and zones designed with the ability to adapt to changing community needs
- Serves as a model of green design and universal access, promoting the responsible management of our global resources

# Library of the Future Plan of Service

## section IV

### Mission of the Library of the Future

*"The key to the ability to change is a changeless sense of who you are, what you are about and what you value."*

*Stephen R. Covey*

A mission statement is a meaningful representation of the purpose of the organization – something that clearly articulates priorities and value to those served.

On the second day of the service plan workshop, staff was asked to reflect on the prior day's work and add any thoughts before moving on with the agenda. The day before ended with a number of key phrases that would take much finessing to materialize as a strong mission statement. When asked whether anyone had 'written the mission statement in their sleep' – much to everyone's surprise one participant had... Her thoughts resonated with the group, and the following memorable motto was quickly crafted:

*Sunnyvale Public Library*  
**Your Gateway to  
 Knowledge, Learning, and Enrichment  
 Today, Tomorrow and in the Future...**

### ***Branding the Library***

The customer of the Library walks away from his/her experience with a sense of positive memory and perceived value relative to individual current needs. 'Branding the Library' involves an intentional design of the desired experience for the customer, then organizing access to services, collections, programs, and people to create it. Many might think of the Library as 'being about books'; the Library seeks to serve the community with much more.

Generating awareness of the Library and all it offers is critical to reaching every element of the community and responding to identified needs. Google is successful and pervasive in society because people feel that it is approachable, helpful, and productive. Staff describes the Library as 'Google with a face' – hoping to establish the value recognition in the minds of all community members for what staff can provide. The Library seeks to reach beyond those that already use the Library to those who want more but are not yet aware of everything offered.

Not yet developed, but complementary to the mission statement is a short, unforgettable tag line that immediately comes to mind when the community thinks about access to resources, knowledge, and assistance in meeting their needs. A wonderful validation of the relevance of the new service model of the Library of the Future would be for the community itself to generate that tag line.

# Library of the Future Plan of Service

## section IV

### Service Delivery Philosophy

The elements described below, to include customer service, reference and research assistance, programs and educational support, marketing the library, and celebrating community, provide the basic philosophy through which a new service model will be developed. This philosophy expresses the core concepts of the library, and will be used to guide the resource allocation and decision-making.

#### *Customer Service*



The new service model will organize service points of interaction to facilitate customer convenience, service options, and streamlined staff workflow to achieve highest and best use of resources and provide the greatest value to the library user. Achieving convenience begins with organizing physical facilities, remote services, and staff workflow with a focus on the library user, and not only in support of the staff activities associated with delivering services. Library users have a range of desire for interaction with staff, and it may depend completely on what they seek in the moment. This may require staff 'going to the user' versus waiting in line, offering self-service options to those that prefer the autonomy or anonymity, or providing the opportunity for the majority of customer account management activity to occur through technology facilitated or Internet-based transactions.

A number of opportunities exist to streamline staff workflow and leverage their activities to higher value for the customer. This may involve use of technology to migrate, highly repetitive work to automated systems (check in and check out processes move to Radio Frequency Identification (RFID), and automated sorting creates rough or fine sort carts ready for re-shelving). An added benefit in employing this strategy is fewer repetitive motion and other physical issues for staff as well as greater satisfaction in the work done. This may also involve assessing the value of all library functional activities for the customer, and reallocating resources where some processes may not be as relevant.

However, one must remember that many use the Library because they treasure the personal connection with a friendly, knowledgeable and helpful staff member. They look forward to face-to-face opportunities and desire a real person to assist them in whatever they might be seeking.

Another aspect of customer service the Library can move toward is an entrepreneurial model of product and service development. The term 'entrepreneurial' is used to suggest that the public service realm can adapt the best private practices to add value to the library customer, although they may not make money from them. In the past, libraries have often responded to patron requests by developing new services to address new needs. Libraries can establish leadership and more readily compete for customer attention by constantly developing and rolling out relevant services just ahead of the demand curve by constantly staying in touch with how people live their daily lives. They must also be willing to discard 'services and products' that are not highly valued by the community and consistently refresh their 'product line'.

#### *Reference and Research Assistance*

Reference Services will include instant, interactive reference, as well as more in-depth reference and research assistance provided through scheduled reference conferences with customers. Interactive reference 'in the moment' will be provided through encounters at a

## Library of the Future Plan of Service

## section IV

## Service Delivery Philosophy

reference hub within the Library, as well as encounters with customers throughout the building as librarians 'rove' the Library to ensure convenient and timely customer service. The Library can also provide interactive, online reference services.

Information assistance and Library navigation also may be provided through self-service kiosks, online and printed recommendations, guides, or Frequently Asked Questions (FAQs), and effective signage.

***Programs and  
Educational  
Support***

Programming, employed by the Library as a strategy to extend and enhance the Library's resources, enlightens and enriches the community in areas of interest, and supports family literacy and formal education opportunities to collaborate with Parks and Recreation to provide programs that will leverage the resources of both departments and expand the audience. Programming will continue to be a strong strategy for service delivery for children, adults, and cultural and diversity awareness, and supports community connections.

***Marketing the  
Library***



'Business development' is not a term heard often in a library organization – unless associated with economic development within the community served. However, the library needs to adopt current and best practices associated with for profit and not-for-profit product and service organizations to strategize how to 'grow their business' and 'increase their market share.'

Many cultures do not have free public services similar to the libraries that are a hallmark of America's basic tenets of democracy and education, and have contributed to its growth as a nation. Therefore, immigrants to the U.S. may not be as familiar with or knowledgeable about the services that are available – for free – that might assist them in learning the language and culture, becoming citizens, accessing community services, attaining higher levels of education, finding employment, or enriching their lives through the collections and programs. Sunnyvale's current demographic information indicates that outreach and awareness will be critical to engaging some individuals in the library experience.

The library invests a lot of time, energy, and resources publicizing the services available to the community. In the outreach process, a surprising theme came to light – that even individuals in the community who highly value and advocate the library as a community asset are not aware that the library provides services relevant to their needs. They may have left the library long ago, for any number of reasons, and have not returned to experience it for themselves again. Surprisingly, many of these previous users shared reasons why they did not use the library. For example, previously they could not obtain materials from other library systems. This is no longer the case.

The library's challenge is to adopt or adapt the best practices of the most beloved brands for consumers to ensure that the value of the library is widely known, marketing and outreach also ensure that the Library is aware of what the community wants and needs. All communities deserve equal awareness of what is available to them at, or from the library.

***Celebrating  
Community***

The service philosophy also speaks to the celebration of the community, including its heritage and history, current successes, and future opportunities in and through the Library.

# Library of the Future Plan of Service

## section IV

### Service Delivery Philosophy

The Library will honor the diversity of the community through its collections, programs, services and staff, and everyone should ‘find themselves reflected in the Library’. The Library as a “Third Place” (a term coined by Ray Oldenburg in his 1990 book The Great Good Place) in the community is an informal gathering place where people meet to develop friendships, discuss issues, and interact or network with others.

Beyond the first two places of home and work, third places are critical as they provide distinctive experiences and environments, make people feel comfortable, foster relationships and diversity in human connections, and create a sense of place and community. They also invoke a sense of civic pride, and create social binds by providing opportunities for socialization instead of isolation.

# Library of the Future Plan of Service

## section IV

### Service Model

A service model represents how the library intends to deliver services, integrally related to its mission, and the prioritized response to needs within the community. The service model should evolve over time and seek to both anticipate and continually respond to emergent needs. The service model and philosophy are founded in the Library Sub-element goals, policies, and action statements. Looking to the future and envisioning new library facilities provides the opportunity to realize much of the Sub-element guidance by designing a new way to deliver library service that is responsive to community needs, integrates best practices, and leverages the resources and investment in the Library to achieve the highest value for the community. The Library will continuously need to realign efforts and integrate new technologies to sustain itself and the community into the future.

#### *Strategy for a Conceptual Library Service Model*

The strategy embraced by the Library is to develop a viable and sustainable model to deliver services through streamlined operations, service prioritization, and resource allocation. The Library and the City in general must create service delivery models that are sustainable in the long term and are flexible and adaptable to the cyclic nature of socio-economic fluctuations.

The library service model must address in-library use and remote use, as well as use connected to partner organizations. The service model must create the foundation for effective distribution of services throughout the community, using methodologies that are sustainable and provide appropriate return on investment. Inherent in the planning of the new library must be a strategy and system for improving services to the underserved populations and areas within the community.

Capital funding for new facilities will be an issue the City must address. Operational funding to support collection development and management, staff development and recruiting, and a technology-rich environment will be important, and vital to meeting the needs of the community.

#### *Emergent concepts*

From the outreach and analysis, the first clear concept that emerges regarding the role of the library within the community is to ‘maintain the traditions of a library!’ There is a strong desire for the library to provide materials, services, and programs believed to be the hallmark of a library and the value that a library brings to the community. Traditional services that the Sunnyvale Library has provided to great satisfaction within the community over time include rich collections, responsive staff, access to information and resources and a ‘place’ within the community that it can call its own. However, the community would like to access a greater breadth and depth of resources using current technologies and practices which recreate the experiences they have in the rest of their lives. Library customers have consumer expectations not fully met within the current service model.

There are emergent themes in the input and feedback obtained in the needs assessment. The library should preserve and celebrate the past, sustain the present, and focus this community on its future. The second clear concept that emerges is to ‘be what we need now and in the future.’ Services, programs, materials, and collections should be customer-focused, and the library will need to leverage staff knowledge and expertise as well as continue to utilize

# Library of the Future Plan of Service

## section IV

### Service Model

technology to create the multi-media, resource-rich, customized experience that customers, as consumers, expect.

Lastly, this community craves a cultural symbol and sense of place to connect individuals, groups and organizations. The Library may provide a connection that sustains a community wide dialogue in the present, enables collaborative decision-making, protects the heritage, preserves the past, and creates the foundation for the future of Sunnyvale.

It is clear that the library should not accomplish this through duplicating services and programs provided by others. In a densely populated community like this, with the innovation and inventiveness that permeates, many existing public and private community service providers have much to offer. Leveraging the contributions, activities and investments of these entities can and should be the function of the library. Connecting those in need with those that meet their needs is a function the library is strongly positioned to achieve. Creating linkages between people and organizations could serve to strengthen community and expand the value of all that is already available within the community.

In the analysis of the City of Sunnyvale, through reflecting upon history, heritage, current characteristics, and with future foresight, it is obvious that this community is striving for sustainability. If a sustainable community can be broadly defined as one that maintains and improves its quality of life without negatively impacting others and the environment, one can identify the library's contribution to the sustainability of Sunnyvale within the community's ecosystem - in collaboration and not conflict with the other organizations of the community.

The Library Sub-element of the General Plan, adopted by Council on April 8, 2003, provides ongoing direction for the Library's services and operations. The new service model developed for the Library of the Future carries forward the Sub-element, while focusing on timely responses to new needs identified in the community. The roles of the Library included in the Sub-element were clearly validated through additional outreach to the community conducted from July 2005 through September 2006. Each of the Sub-element goals, policies, and action statements continue to ring true, and now the sustained dialogue and visioning process for the Library of the Future in Sunnyvale allows further definition and clarification of the service priorities of the Library.

#### *The Library Sub-element of the General Plan*

The roles recommended by the Board of Library Trustees and approved by Council include:

1. Children's Library – Encourage children to read and learn
2. Reference Library – Provide information to the community
3. Education Support and Independent Learning Center – Provide study resources and library instruction for students of all ages
4. Popular Materials Library – Provide high-demand bestsellers and other materials in a variety of formats and languages.
5. Community Activities Center – Emphasize the library as a focal point in the community where the public can interact with the staff, authors and other program presenters and with other members of the community.

# Library of the Future Plan of Service

## section IV

### Service Model

The Library will provide services that respond to community needs as identified in an ongoing assessment effort. Services will include providing collections, programs, and staff-facilitated access to resources that are available, both remotely and in the library.

The Sunnyvale Library of the Future Service Model is organized around three categories of service response as identified through the needs assessment:

- Gateway to Lifelong Learning and Enrichment
- Guide to Information, Reference and Research Assistance
- Connection to Community

These service responses are interrelated to one another. The “Gateway” concept refers to the collection, resources, programs, technology, and customer service that the library offers as both a destination and a window to access the world. To be a gateway, the Library must provide foundational resources and assistance to the community to support its success, including basic, information, and technology literacy. The “Guide” concept integrates everything available through the library, but is focused on the people, processes, and products the library provides to assist in navigating the realm of information available, finding the relevant information and understanding how best to use it. “Connection to Community” encompasses both concepts above, additionally providing the facilities and programs for the community to achieve the connectedness it craves.

#### ***Gateway to Lifelong Learning and Enrichment***



The role of Children’s Library in the Library Sub-element when combined with the roles of Education Support and Independent Learning Center should be included in the service response “Gateway to Lifelong Learning and Enrichment.” Children’s services, programs, collections, and developmentally appropriate areas within the library were recurrent themes of importance in discussions. The definition of lifelong learning within modern culture is being reinvented to holistically address both formal and independent learning, and to span the entire life of the individual. This includes early childhood development in fostering children ready to learn and extends through life stages encompassing both formal education and independent learning, as well as leisure reading and participation in activities. Popular materials and current topics and titles also belong in this realm.

Other issues relevant to the concept of lifelong learning and enrichment include:

- access to parenting information and resources supports successful early childhood development within the family as well as within social and educational settings
- fostering children ready to learn is dependent upon nurturing a love of reading and supporting the natural inquisitiveness of the child
- learning styles are established in early childhood development, and facilitating parental and eventually individual understanding and awareness of these areas are a critical factor for success in formal education and independent learning
- learning about and celebrating diverse culture can be accomplished by providing popular materials in multiple formats and languages

#### ***Guide to Information, Reference and***

The role of Reference Library referred to in the Library Sub-element is supported through library services as “Guide to Information, Reference, and Research.” Library staff are often seen as guides to those that need assistance in finding information or developing research.

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### Service Model

**Research**

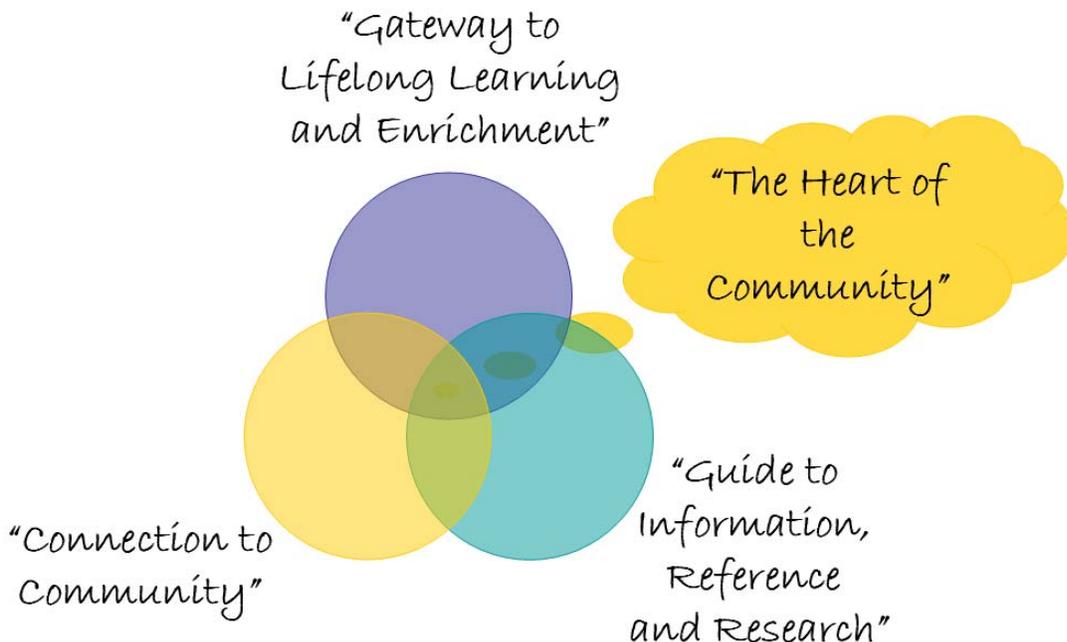
Those who do not know what they do not know are sometimes challenged in navigating through the increasingly complex world of available information. The library, through its services, programs and collections, and most importantly its people, should continue to be the ‘guide on the side’ that those in need can turn to when seeking information and resources.

**Connection to Community**

The role of Community Activities Center should become a service response implemented through acting as a “Connection to Community.” The library as a venue for intergenerational interaction, and connecting people from all parts of the community on a personal level could foster community-wide learning and alignment toward shared goals that will make all successful. People and families tend to segregate themselves into their comfortable realms of home, school and work, and planned or chance “meetings of the mind” at or because of the library could serve to foster a real sense of community beyond the neighborhood in which one lives, works, or goes to school.

**Service Model Diagram**

In an attempt to summarize and focus the comprehensive principles, roles, goals, policies and action statements contained in the Library Sub-element, the following diagram represents a simple model to articulate the service priorities of the library.



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## Service Responses and Priorities

*Gateway to  
Lifelong Learning  
and Enrichment*

The library has redefined lifelong learning beyond the generally accepted self-directed personal growth and development opportunities. The library's proposed definition is expansive and builds upon the development of basic, information, and technology literacy. Lifelong learning includes early childhood development in fostering children ready to learn and extends through life stages encompassing both formal education and independent learning, as well as recreation and leisure reading and participation in activities. People learn from those who have gone before and have the ability to learn from and teach those they walk with today and those that will follow tomorrow. In teaching, they also learn.

In addition, the library needs to engage youths, ages 6 to 18. After-school programs that foster creative exploration, self expression, and opportunities for community involvement would serve to keep youth engaged in the library and continue to support their success. The strengths they have developed as children need to be nurtured for them to continue to define them and provide the foundation for their future success. Sunnyvale should be concerned about the number of high school graduates who do not move on to higher education. Instilling the value of higher education in children before, during and after their teen years is essential to changing this factor. Many in the community would like to see their children grow up, achieve higher educational goals, and stay in the community to contribute to its sustainability over time. Partnering with the school districts and cementing strong relationships between liaisons at the schools and library is an example of one strategy to meet this need, also the Parks and Recreation Department has a Teen Advisory Committee which the Library may continue to consult for advice on teen matters.

The library could rely on the energy and enthusiasm of youth to create exhibits that showcase their work in school and other activities, to include fine and performing arts. These children and teens could build research and other skills through generating programs associated with local culture, history and current community issues. Teens who interview the older population could create oral histories to supplement other history and heritage-oriented material – creating intergenerational interaction and giving seniors an opportunity to leave a legacy within their community.

Children and teens are not only accepting of, but truly love to use technology to innovate normal activities and to achieve things never done before. Supporting this devotion to technology by allowing kids to create interactive Web sites around materials, issues, media, etc., could bring great value to other users. The MySpace and Netflix service models allow individuals to create reviews of DVD(s), for example, and share them with others they let into their 'space'. The library could craft a similar means for users to share their thoughts on books, media, etc., with others and again, contribute to the community connection.

The library can continue to meet adults' and seniors' needs through materials, services and programs that nurture their desire to continue to advance themselves and their families. The Library can help people to be more productive in their lives through lifelong learning, community service and participation. Consulting with the existing Senior Advisory Committee and providing programs at The Senior Center is another opportunity to collaborate and ensure that seniors needs are met. Life planning, ongoing education, leisure reading, the arts and sciences, local history and genealogy, for example, are all topics that

# Library of the Future Plan of Service

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### Service Responses and Priorities

adults are interested in. Engaging them collectively and collaboratively will establish the value of the library for them.

Additional options for addressing the lifelong learning service component across the diversity of use might include:

- How-to programs on topics of general public interest
- Special topics displays of materials and resources covering a broad spectrum of topics and disciplines
- Materials by mail; means to reach those that cannot come to the library
- Artist-in-residence programs
- Demonstrations and exhibits
- History and biography resources
- Independent Learning
  - Planned series of programs and presentations by scholars
  - Online and printed research guides and Pathfinders for independent research
  - Newspapers and periodicals in major areas of learning interest
  - DVD(s) and audiobooks for commuters on educational topics

#### ***Guide to Information, Reference and Research***

*General Information Services* help meet the need for information and answers to questions on a broad array of topics related to work, school and personal life. Some components of service may include:

- Basic reference resources available through the library Web page
- Twenty-four hour online reference service
- Ready reference answers e-mailed or faxed to home or office
- Desktop videoconferencing (for transmitting graphics)

*Government Information Services* help satisfy the need for information about elected officials and government agencies that enables people to participate in the democratic process. Some components of service may include:

- Electronic access to local government information
- Federal, state and local documents and records depository
- Public hearings and public access television broadcasts of public meetings
- Government contract and procurement center
- Town meetings with government officials

*Business and Career Information Services* address the need for information related to business, careers, work, entrepreneurship, personal finances, and obtaining employment. Some components of service may include:

- Career guidance counseling
- Job placement services
- Public use computer equipment for preparing resumes
- Copy or business services center
- Programs on investing, entrepreneurship, writing resumes, or job interviewing skills
- Links to business, investment, bid and procurement, and job placement Internet sites

*Consumer Information Services* help to satisfy the need for information to make informed

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### Service Responses and Priorities

#### *Connection to Community*



consumer decisions and to help residents become more self-sufficient. Some components of service may include creation of or links to:

- Special programs on health, legal or consumer topics
- Library Web page on consumer issues
- Library-produced publications and flyers on consumer topics
- Consumer complaint hotlines
- Consumer affairs bulletin board

The opportunities for cultural programming and related materials abound in Sunnyvale. Cultural programming is defined by the American Library Association's Public Programs Office in its book *Cultural Programming for Libraries, Linking Library, Communities & Culture* as "programs and series of programs presented by libraries that seek to entertain, enlighten, educate and involve adult and family audiences, primarily in the disciplines of the arts, humanities, sciences, and public policy or community issues. This type of programming is designed to elicit dialog, discussion, and consideration of ideas and issues, as well as to further independent study."

Funding sources, to include grants, may be available to the library to provide these types of programs and to enhance their collections on the topics. Local authors, historians, facilitators and moderators, subject specialists, service providers, special interest groups, advocates, educators, community-based organizations, media outlets, local businesses, and service clubs and the City's Department of Parks and Recreation can all become sources for content and delivery of cultural programs. Some of the outreach identified a need for performance-type space. Providing the means and methods to engage the community in lectures, participative forums, performances, contests, discussions, exhibits, and presentations fully recognizes the library as a community center and could be accommodated in a multipurpose community room space that also serves other library service needs.

Cultural programming could include:

- Lectures
- Panel Discussions or Presentations
- Creative Writing Workshops
- Book Discussions
- Viewing or Listening and Discussion Programs
- Special Performances, Exhibitions of Art, Film, Music, Local History, etc.
- Current Issues Moderated Forums
- Ethnic dance, story telling, song programs, etc.

Some specific topics for programs, as an example of how the library can be the forum for learning, community dialogue on issues, and awareness of everything that is special and unique about the City include:

- Invention and Innovation – the Legacy of Sunnyvale
- Our Cultural Shift – Growing Diversity in Sunnyvale
- Land Use Planning – What is Involved and What Does It Mean?
- A World Away – How Are We Affected by the Middle East (Asia, Europe, etc.)

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- Our Environment – How do We Protect It?
- A Sustainable Community Defined
- Poetry in Sunnyvale – Our Local Poets Share Their Work
- Writers at the Library – Local Authors
- Art in Sunnyvale – The Breadth of our Local Talent

Library staff will need to develop or rely upon others for the breadth of talent and aptitude necessary to successfully plan for, develop, and deliver these types of programs. Providing individuals an option for meaningful work through service to the community can foster the community connection so deeply desired within the city.

Additional options for addressing this component, as outlined in the Public Library Association's *Planning and Role Setting for Public Libraries*, and *The New Planning for Results*, might include:

*Current Topics and Popular Materials Services* help to fulfill community residents' appetite for information about popular culture and social trends and their desire for satisfying recreational opportunities. Some components of service may include:

- Well-developed collections – current and popular books and media, magazines and newspapers
- Book Talks / Book Clubs
- Author book signings, lectures, and literary programs
- Reader advisory services
- Preview stations for videos and recordings
- Display shelving
- Drive-through check-out or return

*Cultural Awareness Services* help satisfy the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others. Some components of service may include:

- Cultural and Ethnic resource centers
- Library catalog, publications and collections in several languages
- Lectures and book discussion groups; Performance and exhibit space
- Cultural fairs and exhibits
- Dramatic, musical and dance performances
- Diversity and cultural sensitivity forums

*Local History and Genealogy Services* address the desire of the community to know and better understand personal or community heritage. Some components of service may include:

- Instruction in genealogical and historical research methods
- Programs on local history
- Digitization of historical photographs
- Temperature and humidity controlled archives vault or room
- Indexing of local newspapers
- Oral histories and links to history and genealogical sites

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## Service Responses and Priorities

*Community Connections* address the need of people to meet and interact with others in their community and to participate in public discourse about community issues. Some components of service may include:

- Large, medium and small meeting rooms
- Community events bulletin board or kiosk
- E-mail accounts for the public (or information about free e-mail service)
- Coffee shop or restaurant in the library
- Videoconferencing facilities
- Automated room scheduling

*Community Referral Services* address the needs for information related to services provided by community agencies and organizations. Some components of service may include:

- Community information database
- Online 24-hour information and referral line
- Access to community resource files through multiple means, which may include computer kiosks in public places such as malls, post offices, and schools
- Counseling and follow-up tracking service
- Conferencing capabilities to link users with service agencies or provide for translating between library staff and customers

The concept of “Connection to Community” also provides wonderful opportunities to engage all aspects of the community in giving back – through tutoring, storytelling, oral histories, and other forms of volunteerism and activity that will make a direct impact on the community. The older population has so much to share with those younger, and the younger population can assist others with the technological complexity prevalent in modern society. Calls for the library to foster and enhance intergenerational interaction were prevalent in the outreach process.

***Service Priorities***

To meet the needs of the community it is evident that the library, amongst all its service responses, must emphasize the following to realize its mission and address the current issues that emerged in the needs assessment process:

- Basic, Information and Technology Literacy
- Children Ready to Learn
- Formal Education Support for Pre-School, Elementary and High School Students
- Cultural and Diversity Awareness
- Equitable Access to Library Services

Opportunities to deliver services, focusing on these priorities, have been gathered from the suggestions of participants in the outreach process, the Public Library Association’s Planning and Role Setting for Public Libraries, and The New Planning for Results, as well as benchmarking other libraries and other service providers, both public and private. These opportunities within each service priority are outlined below.

Providing these services does not necessarily fall solely on the shoulders of the library. There are many service organizations that could provide program content, delivery and

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## Service Responses and Priorities

**Basic, Information  
and Technology  
Literacy**

follow-up if only the library could provide the place, communication and outreach assistance, and/or develop collections to support the topics. A key element of the strategy to achieve these service priorities will be to partner with others to deliver the materials, services, and programs that this community needs.

Literacy services, to include basic literacy, information literacy, and technology literacy, are critical to the capacity of the current population and future generations to navigate the world they live in, and to make the best decisions possible for their families, themselves, their communities and the world at large. An improvement in quality of life can be correlated to achieving basic literacy; once this is achieved, individuals can advance to developing competencies and even proficiencies that allow them to be successful in life and to assist others.

**Basic  
Literacy**

*Basic Literacy Services* address the need to read and to perform other essential daily tasks. Some components of service may include:

- Family literacy programs
- English as a second language (ESL) programs
- Tutoring or tutorial materials and exam preparation guides
- Programs teaching functional math skills
- Parent, caregiver and family-oriented programs in child development

The Library can address *Basic Literacy* needs by developing the role of facilitator, matchmaker and providing resources, referring individuals and families to basic and family literacy services available within the community. The Library could create 'conversation group' programs that support and encourage individuals to develop their English language proficiency through informal learning opportunities that also serve to create connections within the community. The Library might connect volunteers and tutors with those in need, and provide spaces for literacy education through classrooms and small group study rooms. The Library will host ESL and Adult Education class visits and provide Library Instruction classes.

The Library will also further develop its collection to support literacy education and attainment through collaboration with literacy service providers. Easy Readers, Bilingual materials and the READ Collection are examples of material in place, which should be augmented as necessary. Mobilizing literacy materials through outreach services may make them more accessible, and Literacy Kits could be developed for check-out by providers and learners alike.

**Information  
Literacy**

*Information Literacy Services* address the need for individuals to develop the skills to find and critically evaluate the quality and integrity of the information available, and to use it effectively. According to the American Library Association (ALA), information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information-literate individual is able to:

- Determine the extent of information needed

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## Service Responses and Priorities

- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into his/her knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Some components of information literacy service may include:

- Student-oriented programs and/or classes in research processes
- Adult-oriented programs and/or classes in information search and evaluation
- Classroom space
- Special programs on media literacy
- Listening and viewing multimedia computer stations for critical evaluation of resources
- Basic library skills and bibliographic instruction
- Instructional technology
- Distance learning equipment, software and bandwidth to enable online instruction and other forms of educational interaction with distant communities, individuals, or institutions

*Information Literacy* services might begin with Library Instruction, and the Library will hold classes with different focuses – to include Reading and Reading Comprehension, Business Reference Classes, Health and Wellness, etc. Development of critical thinking skills are essential to navigating the amount of information available and determining its quality and integrity, and being successful in formal education as well as life in general. The Library will host school visits and provide Library Introduction, Instruction, and Research Classes.

Staff could coordinate with educators to assist in the design of student assignments that will further integrate information literacy into the school curriculum. The Library will seek to develop closer relationships with the school districts and teachers, and establish activities to support formal education within the community. The Library will reallocate staff resources and devote time and energy to be present at applicable school events. Specific programs and goals may include “every 3<sup>rd</sup> grader in the community has a library card”, or hosting large reading events with grade schools similar to the successful “one book - one community” program. The schools and library might collaborate with public safety services to reinforce the work already being done on the campuses and with Parks and Recreation for mobile services for example.

***Technology  
Literacy***

The U.S. Department of Education (1996) defines technology literacy as computer skills and the ability to use computers and other technology to improve learning, productivity, and performance. *Technology Literacy Services* address the need for individuals to develop skills in the use of technology, to include computers and their peripheral components, storage media, applications and programs, structured databases and the Internet. Some components of service may include:

- Computer Laboratories

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### Service Responses and Priorities

- Basic instruction in the use of computers
- Developmentally appropriate introduction of computer use for children
- Availability of adaptive technologies to support physically and mentally challenged users access to and use of information and resources
- Instructional classes in the use of the Internet
- Classes in use of online information and learning resources
- Tutorials and tip sheets for operating system and application use
- Integrated technology in other literacy instruction
- Classes or tutorials in the use of digital equipment, to include cameras, audio players, and storage media.
- Programs hosted by the library to introduce integration of technologies to enhance the ability of service providers and businesses to reach and serve their target audiences

*Technology Literacy* and competency instruction and classes will assist those in the community that categorize themselves as ‘technologically illiterate’, but also those that desire to become more proficient in certain technologies and applications. The Library could develop linkages with community colleges regarding university preparation and core college curriculum elements.

The Library could showcase cutting edge tools at the library and provide studio spaces where people can use new technologies collaboratively. The library will need to embrace the move towards social computing to stay relevant with customers’ daily practices and means of interaction with others. A Tech Lab will need to provide experience in an environment that supports access to these technologies and assistance in using them. Partnering with local high-tech firms can become a mutually beneficial means to develop the talent pool and allow real time testing of new technologies prior to roll-out. Technology literacy and competency is essential to the movement from information access to possession of knowledge.

#### ***Children Ready to Learn***

A focus on newborns through age 5 is essential to preparing individuals for a life of learning. The Family Place Project consists of a network of children’s librarians nationwide who believe that literacy begins at birth, and that libraries can help build healthy communities by nourishing healthy families. Hallmarks of the Family Place model are:

- The Parent/Child Workshop, a program for kids ages 1-3 and their caregivers that features toys and books and art supplies for kids, as well as professionals from community agencies who can answer caregivers’ questions about their children
- Outreach to families and caregivers
- A multimedia early-childhood collection that includes books, DVDs, videos and computers
- A multimedia parenting collection for caregivers and early childhood professionals
- and
- A Family Place coalition of local leaders and related professionals who steer families to the library, advise the library on programming, and advocate for the library in other arenas

The library could become a Family Place project participant or use the model to design its

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**Service Responses and Priorities**

services and environment to deliver these types of services. Libraries can assist families by offering parents and caregivers of very young children a welcoming and supportive environment that promotes healthy child development, family literacy, and access to community services. By working with schools, clinics, and other agencies, these services position libraries as anchors of their communities and as centers for lifelong learning.

"At a time when supports are in short supply, Family Place Libraries are a focal point to which children and families can turn for comprehensive help. Librarians are working with parents and social service providers to assure the children are given every opportunity to flourish. It's a new and very important alliance."

Ben Carson, MD, Chief of Pediatric Surgery  
Johns Hopkins Hospital and LFF Board Member

The need for an expanded Children's Collection is obvious through the demographic analysis as well as outreach done within the needs assessment. The children's collection will be a primary focus, in conjunction with children's and family-oriented programming, in supporting children developing a love of reading and being ready to learn prior to entering formal education.

The Library provides Easy to Read collections and programs which also service as a socialization opportunity for babies and their parents. The Library is often the first institution to which children are exposed, and becomes their first place of 'membership' when they receive their library card. Story Times, Family Reading, Arts and Crafts, and Parent and Caregiver Resources and Programs are all examples of programming the library could conduct to support this service priority.

***Formal Education  
Support for Pre-  
School, Elementary  
and High School  
Students***

*Formal Learning Support Services* help students enrolled in a formal program of education or pursuing their education through a program of homeschooling to attain their educational goals. Some components of service may include:

- Computer laboratory
- Adjunct classroom space
- Tutoring
- Group study facilities
- Web site with links to curriculum and other educational sites
- Homework Center
  - Instruction in research and study skills
  - Provision of appropriate support tools such as bibliographies, listing of Web sites, and pathfinders
  - Temporary reserve or limited circulation collections in response to teacher requests
- Subject Specialty Learning Center(s)
  - Comprehensive, in-depth collection(s) of resources and learning activities on one or more specific subject areas that complement the curriculum of the school district.

The Library could provide a virtual presence at each school library and/or Web site by adding a connection to the Sunnyvale Public Library, and possibly creating a school page that is specific to each elementary, middle school or high school. The Library should focus

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## Service Responses and Priorities

***Cultural and  
Diversity  
Awareness***

on important topics, to include how the Library can help with high school exit exams, for example. The Library will need to focus efforts relative to what the students and families need and care about, and create a site attractive and useful according to public perspective. The interactivity should mirror how people use the Internet and relate to it, and provide access to value-added services from the Library. The Library could also establish IM (Instant Messaging) contacts or “Library Buddies” for students to access virtual reference from Library staff offsite, and even find a means to have library materials delivered to school sites in collaboration with the school districts.

Sunnyvale’s population is currently comprised of many ethnic groups, with this trend expected to continue. The need for a large and diverse International Languages collection will grow, allowing members of the community to read in their native languages. Along with this will be a need for a strong ESL (English as a Second Language) collection containing both print, online and media resources, as mentioned in the basic literacy service priority.

Citizenship resources will grow to support those in the community who wish to obtain citizenship and may benefit from not only resources, but mock examinations, etc., that help to prepare them for what can be an intimidating experience. Civic engagement was identified as a future consideration for the community, and the Library will continue to provide resources and programs to educate voters and community members on current issues.

In addition to materials, an expansion in programming that celebrates and offers opportunities to learn about different cultures and the breadth of diversity within the community will be a priority for the Library.

***Equitable Access to  
Library Services***

Providing equitable access to services for the whole of the community is important to realize the full value of the investment in the Library. Technology will play a critical part in extending and enhancing access beyond the physical facility, but other opportunities should be explored as well. A series of service distribution strategies are outlined later in this section. The Library will need to define which strategy, or combination of strategies, it will deploy to provide equitable access to services.

***Sustaining Success***

A library, like all organizations, will fail if it attempts to “please all people all of the time” or to “be all things to all people.” Focusing goals, performance measures and resource allocation based upon a current and ongoing understanding of the most highly prioritized needs in a community is critical to the success and relevance of public libraries today and into the future. Libraries provide direct services to those they serve, but in many instances do so by supporting other efforts in the community. For example, schools and colleges are focused on formal learning, but the library can strengthen and support their efforts, ultimately leveraging community investment toward those issues that are most important to the community at large and most critical to sustainable success.

***Ongoing Review***

The service responses outlined above are relevant to the Sunnyvale community today and

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## Service Responses and Priorities

### *and Refinement*

into the foreseeable future. However, ongoing strategic library planning processes and tactical implementation efforts will allow the library to evaluate and refine the specific techniques it uses to deliver its services, as well as design new services and delivery methodologies to meet emerging needs within the community.

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**Technology Plan*****Introduction***

The technology plan will address the need for direct customer access to technologies as well as technologies that enable customer service through support of Library operations and administration. The Library does not intend to be cutting-edge, but acknowledges that where technology is embedded in the daily lives of its customers, they have an expectation that the library will provide or support it. The Library will also need to adopt technologies that allow reallocation of staff resources to highest and best use in delivering value to the community. The critical concept is that technology is a tool the Library will use to enable and enhance access to resources and people. Technology must be utilized to reach people 'where they are' – whether that is a physical location in cyber space.

The technology available to customers will need to address, in the short term, the emergence of social and collaborative computing, personal (mobile) technologies, and expectations for customized and personalized interactive services, touch screen, and voice activated systems. In no time, these trends will become mainstreamed practices and new trends with respect to use and integration of technology into daily life will become apparent. Serendipitous discovery through interactive techniques used in retail and other environments can be embedded in the library Web site, and highlighting relevant information for each customer will be necessary to keep them engaged. The Library will need to continually refresh its technology and services to maintain relevance and value within the community.

In actuality, even in high-tech Silicon Valley and the Sunnyvale community, not everyone has the means to equip themselves with the latest and greatest, or even any, technology. The Library will need to continue to be an equalizer within the community, providing opportunities to bridge the gap between those that have, and those that need.

***Future-Focused  
Technology  
Services for  
Customers***

The Library of the Future will provide customers multiple and varied means to use and access technology within the library. The Library will need to continuously explore the short-term, five-year horizon for developing technologies, and integrate those generally adopted or mainstreamed by society to meet customer expectations. The focus will need to stay centered on convenience, self-determination, and 24/7 access where possible to provide options and choice to customers. Library cards will need to become and stay 'smart', widening their ability to provide convenience and enhance customer service. Cards in the future may not exist physically – the cell phone or other personal devices may provide the linkage to the library and authenticate the customer.

***Computers in the Library***

Currently, many computers in the library are configured with dedicated access to the Internet, Catalog and online resources, etc. Now, and certainly in the future, customers do not and will not appreciate segregation of activities, or needing to go to more than one computer to accomplish multiple activities. This configuration of public access computers is currently required to manage the demand for access to different resources. However, as more resources become Web-based, individual computers in the library will become less segregated and more fully functional. Scheduling software was recently installed on the adult full Internet access PCs to schedule and manage customer use.

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### Technology Plan

A key element of the Technology plan includes integration of developmentally appropriate technologies for youth as well as adaptive technologies for the disabled or impaired. Although the Library meets Americans with Disabilities Act requirements, incorporating adaptive technology into the library will extend access to all parts of the population.

Early training in and experience with technologies relate to development of critical thinking skills. The Library has an Early Literacy Computer in the Children's area, and this type of literacy education and interaction can extend access to children as well as adults and should be expanded in the future through adaptation of the technology. Technology can also become a connection to learning new languages and translation across multiple languages.

#### *Technology Lab*

A technology lab will provide individual and collaborative computing opportunities, with access to the Internet as well as media enhanced applications – whether installed or Web-based. The lab will support technology literacy and competency instruction and assistance. A lab could also provide a demonstration station – opportunities for the community to try out and be exposed to emergent technologies produced by local high-tech firms.

#### *Special Interest or Activity Kiosks and Computers, and Related Services*

“Collaboration and Education” Stations will support the desire for people to work and learn together, interacting with technology to re-package information into newly created knowledge. Multi-media rich technology environments are necessary to support the high demand for interactivity with technology, and multiple format experiences associated with library and Internet based resources.

“Innovation and Ideation” Stations will highlight special collections and resources associated with Sunnyvale’s leadership in invention and innovation. Business and employment resources are a natural connection, providing opportunities to take online tests available for certification in multiple professions.

#### *Personal and Mobile Device Support and Compatibility*

Podcasting, RSS, blogging and sharing video are examples of currently mainstreamed technologies. Access to numerous online resources and thousands of electronic books, some downloadable, is available through the Web site as well as at the vendor site and Library Web site. Usage is heavy for computer and business books as well as a special collection of technical and legal books. Downloadable best seller books as well as downloadable audiobooks and music are also available. Tumblebooks provides children's eBook interactive stories. Podcasts of recent and popular programs are now available on the Library Web site.

The library will need to maintain its ability to support customer connection through personal and mobile devices with appropriate interfaces and download stations or methodologies. Seamless access includes the blurring of connection between technology delivery and the actual source (eBooks, downloadables, etc.)

Wireless access for laptops and other personal devices must be present, reliable, and robust

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### Technology Plan

to meet customer needs and potentially alleviate the need for the library to provide all technology for customers by encouraging those who have laptops, etc., to bring their own and use them in the library.

The Library will continue to provide copy and print services utilizing cost recovery software and hardware.

#### *Older “Legacy” Technologies*

The library should maintain current and legacy technologies, to include everything from microfiche to evolutions in storage media like diskettes. The whole of the community are not early adopters utilizing leading technologies. Many customers have technology preferences that may not be the next, best thing – but are comfortable for them – which the Library will need to accommodate for a time to help bridge users to the next level of technology.

Customers will be able to access legacy formats and convert information and data to newer technologies within the library, providing a valuable service where otherwise the content may be lost. Interestingly, this could become a physical representation of the history of technology evolution over time.

#### *Customer Service*

Integrated library systems are beginning to incorporate features that customers experience in their online transactions with retail service providers and have come to expect of the library. The Library will shift from training the public on its system, to providing intuitive and navigable systems that do not require anything more than technology literacy of the customer to be useful and usable.

The Web site will grow its interactivity and customization potential. Library customers want to be able to contribute and read reviews of books and other resources and entertainment, as well as manage their account and library activities. Personalized account interaction, much like that received at Amazon.com, is desirable to customers and serves to extend access to the library and its services beyond its walls. Customers would like to know what they have checked out, what others who have similar tastes might recommend, and contribute to community connections through sharing their experiences and thoughts.

Soon, the eCommerce module will go live. By the end of the fiscal year, services to include customer online registration, relevancy searching, customer-contributed book reviews, and capability for RSS will be available. The new OCLC search box will soon be available on the Web site, and customers will be able to search 71 million records and see which nearby library owns wanted materials.

Libraries must continually advocate that vendors stay abreast of the types of features that library customers will come to expect in the future, and shorten the time in which the library systems are refreshed with similar features made relevant to library services. In a few short years, a host of new features will be expected by customers, and the library will not stay relevant to the community if it does not offer what they expect through experiences in other

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## section IV

## Technology Plan

***Technology  
Enabling Service  
Delivery***

interactions. This is not a one-time cycle, but an ongoing adaptive need.

Adoption of Radio Frequency Identification (RFID) and other emergent automation technologies will allow the library to automate many of the staff intensive processes currently in use. Checking materials in and out will become transparent as a transaction, freeing staff to focus on more highly valuable interactions with customers.

Over time, the organization of the Library catalog and materials on the shelves will change, relying less on the Dewey Decimal or Library of Congress classification systems. As information and full-text retrieval methods progress, so will the search techniques for library materials using natural language and requiring less physical preparation of the materials by staff. This will allow staff to get materials out to the public faster and redeploy staff to provide direct service to customers.

***Impact of  
Technology and  
Access to  
Information on the  
Library of the  
Future***

The changing nature of information sources, formats, and access is a significant factor in envisioning the Library of the Future for Sunnyvale. This issue was addressed in an earlier Report to Council, the *Vision for the Sunnyvale Library of the Future*. Dramatic change in the availability of formats for information and materials, and their use, has occurred in recent years. The rate of change is expected to increase in the future. Other factors to consider, beyond material formats and access, are the implications within communities and to how individuals interact within society. The Library will be a 3<sup>rd</sup> place within the community, and one that fosters discourse and allows people to collaboratively transform information into knowledge through shared experience. Many of those 3<sup>rd</sup> places have been lost elsewhere in the lives of our community members. These spaces become increasingly more valuable in a world where busy family lives, technology, development, and media foster increasing isolation from neighbors and the larger community.

Current 'social computing' experiences provide a glimpse into future use of technologies. Use of computers has migrated from individual use at a desktop to collaborative use and interaction both physically and virtually. Learning and teaching methodologies are much more collaborative, experiential versus rote, and dependent upon groups and not just individuals for success. Beyond the learning environment, individuals with similar or conflicting interests and positions seek access to information and content. These emergent groups, whether planned, serendipitous, or accidental, need communal access and interactivity with technology. These discussions, contributions, sharing of experiences, and discourse create knowledge from information. The globalization of not only our commerce, but our cultures and societies, allows individuals from around the world to gather in these forums as well. To support these interactions and exchanges, large groups may gather around large displays, with multiple interactive opportunities through input devices. They will collect and repurpose available information into new ideas, solutions and consensus within communities and across nations. These types of group settings may replace existing shelves, but will require no less space.

The stacks we have today (or in 2010) may very well become virtual reality simulators on or before 2015. As the rate of the total population adoption of new technologies and

# Library of the Future Plan of Service

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### Technology Plan

information formats cannot truly be predicted, the Library will need to transition from its current condition to an unknown future without disenfranchising any segment of the community. The current study, as well as the visioning process, have revealed a need in the community to both have books available and be poised to anticipate/adopt future technologies that impact the delivery of information.

As the total amount of print material decreases with the increasing use of digital resources, the traditional role of the Library as an archive of books (with no bread or water available) has changed. The role has evolved into the catalyst for community connection, with access to rich resources and guides to navigate the world of information, as discussed in the service model earlier in this document. The Library has always been a place for introduction to and use of technologies for the public – beginning with the book. The critical element of the successful Library of the Future will be to position itself to adapt to emergent technologies quickly and in step with the community it serves, as opposed to the traditional library that only recently realized the need for reinvention continue to be relevant to society.

The initial strategy to address the continual implications of technology and information access, which will evolve over time relative to emerging conditions, includes the following:

1. Acquire and maintain materials in multiple formats to reach all segments and meet the needs of the community, through continual needs assessment of the service population and with particular emphasis on the service priorities.
2. Manage this acquisition process to address the needs of “innovators and early adopters” as well as the “late majority and resisters” of technological innovations. While Sunnyvale is highly educated and affluent relative to the state, English literacy, poverty, and student achievement issues exist that the library seeks to address. The rate of turnover within the community (fully 76.7 percent of the community came to Sunnyvale after the year 1990) is an indicator of the possible future transitional nature of the City, which would result in a continued prioritization on basic, information and technology literacy. Developing the talented innovators, inventors, and creators of the future is dependent upon a focus on early childhood, and literacy as mentioned above, as well as formal education support. A robust collection of materials, in multiple and varied formats, will ensure that Sunnyvale maintains and strengthens its position within Silicon Valley and the world.
3. Design a facility that is extremely future flexible, which will accommodate changes in the use of space over time. These changes have occurred over the last 20 years in libraries. An example is the Readers’ Guide to Periodical Literature, which once required two tables in the library to house indexes only. It has been replaced with computers that use equivalent space but offer more in-depth access to the information. Fewer shelves and more technology or seating will likely continue to be necessary in the future. However, in traditional libraries, it has been extremely difficult and costly to change the use of space. This strategy recognizes that change will happen, and the intent is to use building technologies that will allow reconfiguration of the use of the library quickly to adapt to changes

# Library of the Future Plan of Service

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## Technology Plan

- in community needs and expectations. However, it is anticipated that space needs will not diminish, as mentioned in the Reader's Guide example above.
4. Once operational, continually assess and adapt the library plan of service to meet evolving needs, to include change in the utilization of space, as well as materials, services and programs provided by the Library.

## Library of the Future Plan of Service

## section IV

## Service Distribution Strategies

***Service Within a Centralized Library Facility***

Library service centralized within one facility offers economy of scale, efficiency in space utilization, and a one-stop shop for the customer. The Sunnyvale Public Library system, currently configured in this way, has one 60,800 sq. ft. facility supporting all service delivery. Outreach to the community occurs through staff visits to schools and participation in community events, as well as through supplemental services provided to homebound customers through S.O.S. (Special Outreach Services). The potential operational cost for a single library is included in Section IV of this document.

The community has said that they experience barriers to library access and use. **The new service model will need to explore the return on investment in deploying one or more of the strategies, below, to enhance accessibility and extend services to the whole community.**

The California State Library produces a publication called California State Library Statistics on an annual basis to provide information about the status of libraries throughout the state. This information includes populations served, number of square miles served per outlet, etc. The libraries are grouped by population, and Sunnyvale falls under Group 3 for libraries with populations of 100,000 to 150,000. *Please refer to the chart on page 100 of this document for statistical comparisons of area libraries.*

The statistics for FY 2004-2005 cite the approximate (geographic) service area per outlet in Sunnyvale as 25.00 miles. The lowest area per outlet within the Group 3 Public Libraries is Berkeley at 2.08, and the greatest is Madera County at 429 miles. The mean service area per outlet is 78.96 and the median is 26.25 miles. Covering 25 square miles, Sunnyvale is close to the median with one facility. No standard exists, as each library jurisdiction must make its own decisions regarding geographical impediments and level of investment in facilities and service delivery strategies. However, this information may help to inform the approach Sunnyvale determines to be appropriate for distribution of services.

***Service Distribution Options***

The options for service delivery ‘beyond the walls’ of a central library facility may include:

- *Remote Services* - Internet-based services and Distributed Service Kiosks
- *Mobile Services* – Bookmobile and Outreach Services
- *Branch Libraries* – Smaller Library Facilities Distributed within Community
- *Satellite Service Facilities* - Located at Existing Civic or Community Service Facilities
- *Joint - Use Service Facilities* - Joint or Shared Use with Public and Private Schools, Universities, other potential partners, etc. Joint-Use Service facilities are often branch libraries, although there are some examples of main libraries such as the Martin Luther King, Jr. Library in San José.

The concept for each of these service distribution options is described below. Further exploration into many of these options is necessary to define the impact of their deployment to the operational cost model in Section IV.

***Remote and/or Mobile Services***

Remote services include, but are not limited to, technology-enabled access to library services, collections, and programs. The library’s Web site is an example of a remote service offered independent of the library’s hours of operation. The level of interaction and

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## section IV

### Service Distribution Strategies

availability of services through the Web site will determine the value it holds for those that cannot visit the library and those that choose remote access over physical presence. New services are being added to library systems to add value to remote use such as paying fines online, renewals, reserves, requests for materials, online requests for information, and podcasts.

Another type of remote service described by the community is a kiosk. These were envisioned as anything from an interactive touch screen that presents the library's Web site to richly stocked vending machines distributed throughout the community allowing 24/7 access to print materials and media formats.

Mobile services include any services designed and delivered by the library to 'take the library to the customer'. Bookmobiles are an example of mobile services that allow for standard routes or revised routes depending on need and circumstances. During the outreach process, participants commented often regarding the loss of the Sunnyvale bookmobile due to budget adjustments as a real impediment to access for many in the community. In FY 2005-2006, there were 60 mobile libraries operated by 41 libraries in California.

The Special Outreach Services (S.O.S.) currently provided by the library is an example of a mobile service providing library material selection and delivery to those that are homebound.

Issues to consider in evaluating the viability of remote and/or mobile services as a service distribution strategy in Sunnyvale include:

- Safety and security of people and property
- Number of kiosks and locations within the community
- Initial investment in equipment and technology; maintenance, repair and replacement
- Usage levels and ongoing costs
- Bandwidth capacity of kiosk/site

#### *Branch Libraries*

Branch libraries are smaller outlets of service strategically located in other parts of the community. Branches tend to have less in-depth print reference material, smaller collections, and limited programs in general. As neighborhood oriented facilities, they usually focus on children, formal learning support for students, and adult popular materials.

To be cost effective and achieve an economy of scale, branch libraries should be of large enough 'critical mass' to serve a significant portion of the total population. In Sunnyvale, the total service population and geographical area of the community, combined with greater proximity for some residents to regional libraries, strongly suggests consideration of no more than one branch library in addition to a main library. No less than 16,000 to 24,000 square feet should be considered, as a facility of smaller size would not require significantly less staff and might not make available the materials and services that would fully accommodate an area in the community (realistically creating a distribution of use across multiple facilities).

## Library of the Future Plan of Service

## section IV

## Service Distribution Strategies

Issues to consider in evaluating the viability of branch libraries as a service distribution strategy in Sunnyvale include:

- Opportunities to extend library services beyond the Main Library
- Location of branch site within the overall community and relative to the Main Library
- Perceived lack of access to services by other neighborhoods that were not selected for a branch library
- The branch may be highly used by the local neighborhood, and community members from other neighborhoods may not ‘venture in’
- Redundancy of materials (Main and Branch) is required to meet needs
- Additional staff is needed to cover open hours
- Usage levels and ongoing costs sometimes make branch libraries vulnerable when the organization faces budget shortages

*Satellite Service  
Facilities*

Satellite service facilities, as potential solutions to equalize access to the library, were described within the outreach process as “small versions of the library located in existing civic or community facilities”. These would not necessarily be large enough to categorize as branch libraries, but again, collections and staffing redundancies might be required. For example, a satellite service facility is comparable to a bank branch located in a grocery store.

The California State Library provides a similar category of service outlets. Library stations, of which there are 325 in the state, are described as a library structure smaller than a branch and providing a lower level of service.

Issues to consider in evaluating the viability of satellite service facilities as a service distribution strategy in Sunnyvale include:

- Reallocation of space in highly used existing facilities
- Redundancy of materials (Main and Branch) is required to meet needs
- Additional staff is needed to cover open hours
- Use may be limited to immediate neighborhood

*Joint Use Service  
Facilities(Example:  
School/Public  
Libraries)*

Joint-use and shared-use service facilities include a commitment to partnership with another compatible service provider, and sharing facilities to provide services. Examples of successful joint-use libraries exist both nationally and internationally. The most highly integrated models present the greatest opportunity for seamless service to users, while non-integrated models are perceived as a ‘duplex,’ or two separate libraries under one roof. Every operating example of the joint-use concept represents the culmination of a unique and individualized process for developing an operational and organizational model that meets the specific needs and desires of the communities served by the library.

This strategy, if considered, requires a significant planning process to create a memorandum of understanding and address the operational, financial, and organizational issues associated with joint-use. Libraries, Schools, and School Districts are examples of joint-use projects in California.

*Introduction*

# Library of the Future Plan of Service

## section IV

### Service Distribution Strategies

There are three broad levels of integration within joint library organizational and operational models, integrated, semi-integrated and non-integrated. These designations should be regarded as a spectrum along which the various examples of joint libraries fall.

*Integrated facilities may be described as follows:*

- Physical spaces are fully integrated; the entire facility is shared by all users
- One staff and leadership or administrative body for the entire library
- Service delivery is seamless to the customer; staff is not designated as representing one or the other party
- Material is integrated on the shelves
- Hours of operation for the facility are open to all regardless of user group

*Semi-Integrated facilities may be described as follows:*

- Library collections are separate but may share certain functions or focuses
- Board of representatives from each institution governs, with an Administrator from each reporting to the board
- Staff is employed by one or the other organization
- Co-administrative team representing each institution works together, with each responsible for different duties
- Operational Agreement delineates areas of responsibility in detail
- Hours of operation are closely aligned but may only allow access for certain user groups at certain times

*Non-integrated or Separate facilities may be described as follows:*

- Library collections are completely separate; often the libraries are physically adjacent but only share a roof
- Separate staff and administrators for each library
- One administrator employed by one partner to manage and operate the library; the other partner contracts with the lead partner
- Hours of operation may be different for each library
- Lending policies differ per library; users may have restricted to collections

Whether potential opportunities inherent in the joint –use concept are actually realized in a partnership depends upon how ‘joint’ a library is along the spectrum of integrated to separate services and facilities. Many opportunities exist to extend the services of the partners and better serve all users. These opportunities may include:

- Promoting Lifelong Learning
  - Information Literacy / Competency
  - Intergenerational Interaction
  - Role Models, Exposure and Inspiration
  - The Community Learns from Each Other
- Promoting Integration of Community and Education
- Providing Shared Resources
  - Enhanced Collections (Depth / Breadth)
  - Extended Usage of Facility
  - Enhanced Services
    - Information Literacy / Competency Instruction

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## section IV

### Service Distribution Strategies

- Greater Breadth / Depth to Staff Expertise
- Collaborative Efforts
- Enhanced Programs
- Expanded Hours of Service
- Collective Spaces
- Acting as a Catalyst for Other Partnerships
  - Business and Industry with the Community and Education
  - Educational Co-located Services that Benefit the User
- Enabling Diversity of User Groups
- Providing Technological Resources / Facility
- Providing Capital Efficiencies
  - Economies of Scale
  - Shared and Complementary-Use Spaces
- Enabling Operations / Maintenance Efficiencies, Non-redundant Efforts
- Increasing Equipment and Technology Efficiencies
- Providing for Volunteer and Community Service

Whether certain challenges are faced are also dependent upon how integrated the services and facility may be. The challenges to be considered and addressed include:

- Access to Services, Collections and Facilities
  - Intimidation Factors Associated with Diverse Users and Location on a Campus
  - Availability of Parking and Public Transportation
  - Hours of Operation and Access
  - Materials Lending Policies
  - Classification and Configuration of the Collections
- Meeting the Diverse Needs of User Groups
  - Service Philosophies – Freedom of Access to Information
  - Complex, Potentially Conflicting Service Needs
  - Spatial Needs
  - Seamless Services
  - Materials / Resources Conflicts or Competition
- Developing an Organizational Design
  - Missions / Service Philosophies
  - New Model for Library Services
  - Governance
  - Staff Compensation / Benefits Criteria
  - Development and Training
  - Future Funding Scenarios
  - Extended Relationships with other Service Providers (Community College District, the County Library)
  - Membership in Consortiums, etc.
- Evolving a New Library Community
  - Respects Unique Aspect of Each Partner
- Established Commitment of all Parties to Adhere to Funding, Maintenance and Service Agreements

# Library of the Future Plan of Service

## section IV

### Conceptual Operational Cost Model

#### *Organizational Structure*

The Sunnyvale Library of the Future will need to reorganize itself to facilitate implementation of the new service model. A sample Functional Organizational Structure could be described as two main divisions within Library Administration:

- *Public Services and Outreach* – Children’s Services, Teen Services, Adult Services, Programs and Publicity
- *Support Services and Access* – Materials and Collections, Access Services (Cataloging, processing, checkout, shelving, ILL) and Technology

The staffing components will require reframing current position descriptions and functional activities, and the following additions:

- 1 FTE Librarian to Children’s
- 1 FTE Librarian to Teen’s
- 1 FTE Information Technology Coordinator

Organizational Structure and Staffing assume efficiencies through use of technology, same number of open hours and one or two service points within the building. The building configuration, such as multiple floors, and additional services may also require more staff.

Other department's operations within the City may be impacted by this project, although potential costs are not defined at this time. Additional maintenance due to larger (or more) facilities, increased programming and collaborations provided through departmental partnerships, and management and support of community oriented space usage are examples of some of the issues to be considered once the project is more fully defined."

#### *Operating Cost Model*

An annual operating cost model for a single library facility, presented on the next page, projects to 2010 at \$8.5M, 2020 at \$11.8M and 2030 at \$16.5M. This conceptual model illustrates the level of resource allocation necessary to achieve the service priorities, goals, and actions outlined in the Plan of Service. It assumes that the integration of new technologies, customer service options, and greater remote access to resources will allow the library to realign staff efforts to highest and best service value with minimal increase in staffing (3 FTE).

The operational and functional activities related to library service delivery are represented in the cost model and categorized as follows:

- Circulation Services
- Library Services for Children and Teens
- Library Services for Adults
- Materials Acquisition
- Library Technology Services
- Materials Preparation
- Outreach and Publicity Services
- Management Services

The following cost escalation factors, correlated to the 20-year Financial Plan and 20-year Resource Allocation Plan, and assumptions are included:

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### Conceptual Operational Cost Model

#### Cost Escalation Factors:

- Salaries - 3% from 08/09 to 15/16; 4% from 16/17 to 30/31
- Benefits - Additive Rates (0.639151 for Reg, 0.4078 for PT, and 0.077 for Casual) multiplied by the salaries after inflation
- Goods & Services - 2% from 08/09 to 15/16; 3% from 16/17 to 30/31
- Dept. Wide Allocations - 4% from 08/09 to 15/16; 2.25% from 16/17 to 30/31

#### Assumptions:

- Add a Regular IT coordinator and 2 Regular Librarian positions in FY 10/11.
- Add 1 Senior Librarian, 2 Librarian, 4 Library Specialist III, and 3 Library Specialist I positions, Facilities Rent for a 24,000 square foot space, and Collections funds in FY 10/11.
- Facilities Rent for 82,619 square feet added in FY 10/11 to existing 60,800 facility

A second component of the cost model includes a branch option. The cost impact of additional service delivery strategies, such as satellite facilities, cannot be developed at this time without further information and definition.

## Library of the Future Plan of Service

section IV

## Operational Cost Projections to 2030 - Additional Staff and Branch Library

|   | FY 06/07              | FY 10/11              | FY 20/21               | FY 30/31               |
|---|-----------------------|-----------------------|------------------------|------------------------|
| <b>Program 610 Borrower Services/Circulation of Library Materials</b> |                       |                       |                        |                        |
| Salaries  | \$969,977.31          | \$1,072,688.30        | \$1,512,956.23         | \$2,239,544.81         |
| Benefits  | \$399,914.37          | \$448,925.81          | \$633,180.29           | \$937,261.51           |
| Goods & Services  | \$27,072.42           | \$29,304.05           | \$37,507.20            | \$50,406.54            |
| Dept Wide Allocations   | \$494,297.68          | \$577,082.39          | \$784,731.52           | \$980,289.31           |
| <i>Program 610 Subtotal</i>   | \$1,891,261.78        | \$2,128,000.54        | \$2,968,375.24         | \$4,207,502.17         |
| <b>Program 611 Library Services for Adults</b>                        |                       |                       |                        |                        |
| Salaries  | \$443,512.21          | \$555,685.96          | \$783,758.47           | \$1,160,154.00         |
| Benefits  | \$259,096.36          | \$331,567.25          | \$467,653.78           | \$692,241.83           |
| Goods & Services  | \$16,585.96           | \$17,980.62           | \$23,013.98            | \$30,928.86            |
| Dept Wide Allocations   | \$136,759.81          | \$164,009.84          | \$223,024.81           | \$278,603.36           |
| <i>Program 611 Subtotal</i>   | \$855,954.34          | \$1,069,243.67        | \$1,497,451.03         | \$2,161,928.04         |
| <b>Program 612 Library Services for Children and Teens</b>            |                       |                       |                        |                        |
| Salaries  | \$387,506.34          | \$494,763.18          | \$697,830.90           | \$1,032,960.20         |
| Benefits  | \$226,835.78          | \$296,108.35          | \$417,641.34           | \$618,211.20           |
| Goods & Services  | \$9,231.94            | \$9,992.95            | \$12,790.30            | \$17,189.09            |
| Dept Wide Allocations   | \$115,801.73          | \$135,196.17          | \$183,843.24           | \$229,657.60           |
| <i>Program 612 Subtotal</i>   | \$739,375.79          | \$936,060.65          | \$1,312,105.77         | \$1,898,018.09         |
| <b>Program 613 Acquire Library Materials for the Public</b>           |                       |                       |                        |                        |
| Salaries  | \$252,887.09          | \$280,933.79          | \$396,238.61           | \$586,529.94           |
| Benefits  | \$149,877.49          | \$168,443.13          | \$237,577.94           | \$351,673.39           |
| Goods & Services  | \$672,252.10          | \$727,047.87          | \$930,572.02           | \$1,250,610.98         |
| Dept Wide Allocations   | \$78,228.22           | \$91,329.83           | \$124,192.67           | \$155,141.90           |
| <i>Program 613 Subtotal</i>   | \$1,153,244.90        | \$1,267,754.62        | \$1,688,581.24         | \$2,343,956.21         |
| <b>Program 614 Technology Services</b>                                |                       |                       |                        |                        |
| Salaries  | \$108,461.53          | \$203,960.00          | \$287,672.15           | \$425,825.05           |
| Benefits  | \$65,011.84           | \$126,391.48          | \$178,266.86           | \$263,878.49           |
| Goods & Services  | \$56,077.67           | \$60,700.28           | \$77,692.25            | \$104,411.88           |
| Dept Wide Allocations   | \$31,948.87           | \$37,299.66           | \$50,721.04            | \$63,360.89            |
| <i>Program 614 Subtotal</i>   | \$261,499.91          | \$428,351.41          | \$594,352.29           | \$857,476.33           |
| <b>Program 615 Prepare Library Materials for the Public</b>           |                       |                       |                        |                        |
| Salaries  | \$374,794.15          | \$414,703.54          | \$584,912.05           | \$865,812.72           |
| Benefits  | \$203,092.91          | \$227,792.61          | \$321,286.48           | \$475,582.48           |
| Goods & Services  | \$61,173.14           | \$66,215.77           | \$84,751.70            | \$113,899.20           |
| Dept Wide Allocations   | \$143,676.89          | \$167,739.80          | \$228,096.91           | \$284,939.44           |
| <i>Program 615 Subtotal</i>   | \$782,737.09          | \$876,451.73          | \$1,219,047.14         | \$1,740,233.84         |
| <b>Program 616 Outreach and Publicity Services</b>                    |                       |                       |                        |                        |
| Salaries  | \$26,361.60           | \$29,671.54           | \$41,849.75            | \$61,947.85            |
| Benefits  | \$16,684.46           | \$18,964.59           | \$26,748.31            | \$39,594.03            |
| Goods & Services  | \$4,463.88            | \$4,831.85            | \$6,184.44             | \$8,311.37             |
| Dept Wide Allocations   | \$39,120.21           | \$46,193.92           | \$62,815.69            | \$78,469.57            |
| <i>Program 616 Subtotal</i>   | \$86,630.15           | \$99,661.90           | \$137,598.19           | \$188,322.83           |
| <b>Program 617 Library Department Management and Support Services</b> |                       |                       |                        |                        |
| Salaries  | \$398,760.69          | \$444,040.07          | \$619,241.91           | \$916,629.30           |
| Benefits  | \$216,276.93          | \$245,277.85          | \$345,948.26           | \$512,087.93           |
| Goods & Services  | \$34,221.36           | \$37,042.28           | \$47,411.61            | \$63,717.24            |
| Dept Wide Allocations   | \$109,908.26          | \$989,824.35          | \$1,345,988.70         | \$1,681,413.69         |
| <i>Program 617 Subtotal</i>   | \$759,167.24          | \$1,716,184.55        | \$2,358,590.48         | \$3,173,848.17         |
| <b>Department Totals</b>  | <b>\$6,529,871.20</b> | <b>\$8,521,709.07</b> | <b>\$11,776,101.39</b> | <b>\$16,571,285.68</b> |
| <b>Branch Library</b>   |                       |                       |                        |                        |
| Salaries  |                       | \$366,118.71          | \$516,386.34           | \$764,377.93           |
| Benefits  |                       | \$197,403.29          | \$278,424.34           | \$412,136.04           |
| Collections   |                       | \$316,856.47          | \$405,554.81           | \$545,031.76           |
| Facilities Rent   |                       | \$250,259.74          | \$340,309.66           | \$479,762.51           |
| <b>Branch Library Subtotal</b>  |                       | <b>\$1,130,638.21</b> | <b>\$1,540,675.15</b>  | <b>\$2,201,308.23</b>  |

# Space Needs Assessment

## section V

### Introduction



The space considerations included in this section are preliminary in nature and based upon the level of data gathering and analysis appropriate to this phase and type of planning. The space needs identified do not represent a more comprehensive and detailed building program, instead the size of the library necessary to deliver the services is based formulaically on a series of goals established calculated for assumptions on square feet necessary to accommodate the materials, seating, etc. Goals include the number of items available per capita, as well as number of seats and technology stations provided per 1000 in the service population.

Space allocation was developed in response to information gathered in the public and staff input process, and will be validated through a more detailed operational planning process. **Basing final budgets or total space need and use on this preliminary information is not advised;** a building programming effort will result in more definitive space allocation and use.

The space allocations provided for consideration below represent Assignable Square Feet (ASF). ASF refers to the actual space required to meet functional need. Within the programming effort, a grossing factor will be applied that accounts for circulation and building support functions, such as stairs, hallways, mechanical rooms, etc., and provides the total square footage need. More detailed information about space allocation, quality of space, technical and functional requirements, library traffic and usage patterns, and adjacencies will be developed in the Building Program.

The total gross square feet projected for the service population is 140,750 s.f. 105,563 s.f. is assignable to library functions, and 35,188 s.f. is provided as non-assignable (@ 25 percent of gross) to reach a 75 percent efficiency. This level of building efficiency represents the type of building and generally accepted practices for libraries. Library collections, seating, technology, staff offices and workstations, special use spaces and community spaces (library programs, special programs and meetings) are included.

If more than one location or facility for library services is planned, the total gross square feet must be adjusted to accommodate a loss in efficiency inherent in multiple buildings as opposed to one structure and explanation about redundancy.

#### *Assumptions and Definitions*

“Assignable Square Footage” (ASF) refers to the usable space within the building assigned to public and staff functions, to include furniture and equipment, excluding any non-assignable space.

“Non-assignable square footage” refers to utility areas of a building required for its function, and may include: stairways; elevators; corridors and interior walkways; public lobbies; restrooms; duct shafts; mechanical rooms; electrical closets; telecommunications closets for voice, data, electrical, security, and fire systems; janitor’s closets; fireplaces; interior and exterior wall thickness.

“Gross square footage” refers to the entire area of the building interior including the

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## Introduction

exterior wall thickness. The total of the assignable square footage and the non-assignable square footage equals the gross square footage.

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### Service Population Projection

#### *Factors for Consideration*

The service population projection is foundational to the preliminary planning principles and formulas used to calculate future collection, reader seats and technology requirements in the space needs assessment included in this report.

- The population growth projection to 2030 provided by the City of Sunnyvale Community Development Department is 157,330 residents, which represents a 19 percent increase.
- The daytime population is 230,000 as reported in the City of Sunnyvale New Resident Guide 2006. This represents residents who do not leave the city during the day, non-resident business and government employees, retail and service customers, etc. Non-residents checked out 51,811 items from the Sunnyvale Library in FY 2005/2006, representing 2.7 percent of total borrower activity.

#### *Service Population Projection*

Therefore, this report recommends using 173,063 as the projected service population for 2030. The formula includes the following assumptions:

- 2030 population projection of 157,330
- 10 percent increase in population projection to accommodate daytime population and non-resident use of the library

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### Space Needs Calculations

***2004-2005  
Benchmark  
Statistics and  
Comparisons of  
Area Libraries***

Benchmark statistics comparing Sunnyvale to local area libraries provides a frame of reference to better understand Sunnyvale's current situation, as well as assist in planning for the future. These libraries are within the 'sphere of influence' of the Sunnyvale Library, as many community members use multiple libraries and shape their expectations for the Sunnyvale Library based upon their experiences elsewhere. The following table highlights the population served by each library or system, the total area served in square miles, total number of outlets, and total square feet for all outlets. A service area per outlet calculation, which identifies the square miles served by each facility of a library system, is provided as a means for comparison.

Other statistics for comparison include the total operating income for each library or system, expenditures per capita, and items available per capita (total items to include books, audio and video materials, etc.). Population served per FTE (Full Time Equivalent) provides a comparison of staffing levels associated with the service population within each library system. Please note that the Total Operating Income reported to the State includes various sources of revenue which fluctuate and are distinct from the operating budget for each entity.

| Statistical Comparisons of Area Libraries                         |                   |                     |               |             |                          |                         |             |                          |
|---|-------------------|---------------------|---------------|-------------|--------------------------|-------------------------|-------------|--------------------------|
| FY 2004 - 2005 As Presented in California Library Statistics 2006 |                   |                     |               |             |                          |                         |             |                          |
|   | City of Sunnyvale | City of Santa Clara | Mountain View | Palo Alto   | *Cupertino (Part of SCC) | *Saratoga (Part of SCC) | Los Gatos   | Santa Clara County (SCC) |
| Population Served   | 133,086           | 109,106             | 72,033        | 61,674      | 53,238                   | 30,729                  | 28,976      | 409,853                  |
| Total Area Served in Square Miles                                 | 25                | 19.23               | 11.78         | 25.98       |                          |                         | 14          | 1046                     |
| Total Facilities  | 1                 | 2                   | 1             | 5           | 1                        | 1                       | 1           | 11                       |
| Service Area Per Facility   | 25                | 9.62                | 11.78         | 5.2         |                          |                         | 14          | 95.09                    |
| Total Facility Square Feet  | 60,000            | 87,770              | 63,000        | 51,435      | 54,000                   | 50,000                  | 13,970      | 211,340                  |
| Total Facilities S.F per Capita                                   | 0.45              | 0.80                | 0.87          | 0.83        | 1.01                     | 1.63                    | 0.48        | 0.52                     |
| No. of visits to Facilities per year                              | 737,506           | 1,314,829           | 782,221       | 873,594     |                          |                         | 213,211     | 3,136,222                |
| Visits per resident per year                                      | 5.54              | 12.05               | 10.86         | 14.16       |                          |                         | 7.36        | 7.65                     |
| Total Operating Income  | \$7,423,313       | \$7,207,045         | \$4,312,529   | \$5,274,207 |                          |                         | \$1,816,365 | \$27,282,191             |
| Expenditures per Capita   | \$49.65           | \$59.58             | \$55.97       | \$83.87     |                          |                         | \$61.60     | \$61.08                  |
| Material expenditure per capita                                   | \$6.37            | \$7.30              | \$5.09        | \$9.85      |                          |                         | \$5.83      | \$8.09                   |
| Items available per capita  | 2.59              | 3.52                | 4.35          | 4.31        |                          |                         | 4.46        | 3.98                     |
| Book per capita   | 2.32              | 2.97                | 3.96          | 3.97        |                          |                         | 3.81        | 3.51                     |
| Population served per *FTE  | 2,159             | 1,490               | 1,583         | 1,159       |                          |                         | 1,688       | 1,689                    |

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## Space Needs Calculations

### *Space Allocation Goals*

The following table indicates current space allocation for 2005, as well as space needs projected to 2030 based upon collection, seating, technology, and service goals. Following the table, a narrative describes the space allocation. While there currently are no national or state standards, libraries frequently compare themselves to neighboring libraries of similar size service populations to establish benchmarks for service delivery and space needs. Using the chart of neighboring libraries above, goals for collections, reader seats, and technology stations are projected for Sunnyvale's Library of the Future.

Goals for the service population in 2030:

- Collections calculated at 4 items per capita
- Reader seats (lounge, table, carrel, group study, etc.) calculated at 3 seats per 1000
- Technology stations (computers, public service technology distribution, Internet access, legacy format readers, multimedia stations or points of service, copiers, self-checks, Web sites, etc.) at 2 per 1000

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| Space Needs Calculations          |                 |                      |               |                 |                        |                      |                |                         |   |             |
|-----------------------------------|-----------------|----------------------|---------------|-----------------|------------------------|----------------------|----------------|-------------------------|---|-------------|
|                                   | Year 2005       |                      |               | Year 2030       |                        |                      |                |                         | Criteria or Assumptions   | % of A.S.F. |
|                                   | Items or People | Items/SF or SF/ Item | A.S.F.        | Items or People | % Change Items 2005-30 | Items/SF or SF/ Item | A.S.F.         | % Change A.S.F. 2005-30 |   |             |
|                                   | Year 2005       |                      |               | Year 2030       |                        |                      |                |                         |   |             |
| <b>Service Population</b>         | <b>133,086</b>  |                      |               | <b>173,063</b>  |                        |                      |                |                         | 01/01/2005 population as reported to California State Library.<br>2030 projections using Sunnyvale Community Development Department Assumptions + 10% Non-Resident Factor.  |             |
| <b>Collections</b>                | 344,693         | 21                   | 16250         | 692,252         | <b>101%</b>            | 15                   | <b>46,150</b>  | <b>184%</b>             | 2.59 items/capita in 2005 reported to CA. State Library.<br>4 items/capita to include multiple formats and languages projected through 2030.  | 44%         |
| <b>Reader Seats</b>               | 351             | 24                   | 8400          | 519             | <b>48%</b>             | 40                   | <b>20,768</b>  | <b>147%</b>             | 3/1000 in service population. Inclusive of group study rooms, lounge, table and carrel seating, etc.  | 20%         |
| <b>Storytelling Area</b>          |                 |                      |               | 40              |                        | 20                   | <b>800</b>     |                         |   | 1%          |
| <b>Technology Stations</b>        | 86              | 20                   | 1700          | 346             | <b>302%</b>            | 40                   | <b>13,845</b>  | <b>714%</b>             | 2/1000 in service population. Includes computers, public service technology distribution, internet access, legacy format readers, multimedia stations or points of service, copiers, self-checks, online catalogs, etc. | 13%         |
| <b>Staff Space</b>                | 62              | 231                  | 14300         | 65              | <b>5%</b>              | 200                  | <b>13,000</b>  | <b>-9%</b>              | Includes points of service and staff workspace, to include technology driven processes  | 12%         |
| <b>Special Use Space</b>          |                 |                      | <b>50</b>     |                 |                        |                      | <b>4,000</b>   | <b>7900%</b>            |   | 4%          |
| Special Collections               |                 |                      |               | 1               |                        | 2400                 | 2,400          |                         | Heritage and History of Sunnyvale, Celebration of Innovation, Invention, and Ideas  |             |
| Friends of the Library            |                 |                      | 50            | 1               |                        | 800                  | 800            | <b>1500%</b>            | Includes processing / staging area and sales area   |             |
| Café                              |                 |                      |               | 1               |                        | 800                  | 800            |                         | Includes seating and catering kitchen for meeting spaces  |             |
| <b>Community Spaces</b>           | 1               |                      | <b>1,925</b>  |                 |                        | 4                    | <b>7,000</b>   | <b>264%</b>             |   | 7%          |
| Multipurpose Room                 | 1               |                      | 1,925         | 200             |                        | 20                   | 4,000          |                         |   |             |
| Large Program Room                | 0               | 0                    | -             | 75              |                        | 20                   | 1,500          |                         |   |             |
| Large Meeting Room                | 0               | 0                    | -             | 25              |                        | 30                   | 750            |                         |   |             |
| Small Meeting Room                | 0               | 0                    | -             | 15              |                        | 30                   | 450            |                         |   |             |
| Meeting Room Support Space        | 0               | 0                    | -             | 1               |                        | 300                  | 300            |                         |   |             |
| <b>Total Assignable Space</b>     |                 |                      |               |                 |                        |                      | <b>105,563</b> |                         | <b>Net Square Footage</b>   | 100%        |
| Non-Assignable Space              |                 |                      |               |                 |                        |                      | 35,188         |                         | non-assignable square feet at 75% efficiency  |             |
| <b>Total Estimated Space Need</b> |                 |                      | <b>60,000</b> |                 |                        |                      | <b>140,750</b> | <b>135%</b>             | <b>Gross Square Footage</b>   |             |
| Square Foot per Capita            |                 |                      |               |                 |                        |                      | 0.89           |                         | <b>(Excludes non-resident Service Population)</b>   |             |

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### Space Allocation

#### *Library Collections*



The depth and breadth of the collections, to include all formats and electronic resources, may be developed using multiple methods. The California State Library provides a compilation of statistics for public, academic, special and county law libraries that report annually. As a benchmark for consideration, California public libraries report between 0.45 and 21.15 items per capita, with a statewide mean of 2.33. Sunnyvale reported 2.59 items per capita in 2005.

Neighboring libraries range from 3.52 in the larger Santa Clara County Library system to over 4 per capita at Los Gatos, Mountain View and Palo Alto. Santa Clara City has 3.52 per capita. The collections goal of 4 items per capita for the service population in the year 2030, totals 692,252 items. Fifteen items per square foot is the factor for determining the total square feet necessary to accommodate collections. This represents the nature of this library as a main library within the community that will most likely continue to offer a breadth of both non-fiction and fiction resources. In contrast, a smaller branch library, potentially more focused on children's materials and adult popular materials, may use a smaller number of items per square foot. This reflects the tendency toward less dense display of these items, to allow for merchandising of the material.

At fifteen items per square foot, some material may be more densely shelved, and some items less so. Further development of collections and space needs will be completed in a Plan of Service and Building Program Document.

#### *Reader Seats*



Three (3) reader seats per 1000 in service population is utilized as a factor for determining the number of seats not oriented with technology, resulting in a need for 519 reader seats within the library. 40 s.f. / seat is used to calculate the total 20,768 assigned s.f. necessary to accommodate seating, which includes lounge seating reflecting the need for a comfortable reading environment. An additional storytime space, to seat 40 at 20 s.f. / person, for a total of 800 assignable s.f. is included as well.

A smaller, dedicated storytelling space that creates a wonderful and intimate environment for children and families is envisioned. However, many children's programs like Mother Goose typically draw 90 to 100 attendees. These larger programs could be accommodated in the multipurpose meeting areas.

A variety of readers' seating should be provided throughout the library, including benches, window seating or oversized chairs for parents and children to read together, seating at tables, lounge chairs for comfortable reading, and group study and quiet rooms for small groups to work together or quiet reading or study.

#### *Technology Stations*

Two (2) per 1000 in the service population is utilized as a factor for determining the number of technology oriented stations, resulting in a need for 346 technology stations. The Library currently provides ½ station (.5) per 1000 in the service population. An Internet Use Survey was conducted by the Library in June of 2006, and of the 115 people using Library computers, over 58 percent stated they did not have access to a computer at home and over 62 percent did not at work. As technology continues to grow as an enabler to

## Space Needs Assessment

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#### Space Allocation

accessing information and materials, collaboration, and customer service convenience and options, the Library believes it necessary to significantly increase technology services to the community.

For initial space needs assessment purposes, an average of 40 s.f. / technology station is used to calculate the total 13,845 assignable s.f. necessary to accommodate technology within the library. Technology stations will include a mix of public access computer stations, application loaded computer stations, Internet access computer stations, dedicated online catalogs / account management stations, printers, copiers, and faxes available to the public. Many of these technology stations could be grouped together in a Technology Lab / Homework Center. The Plan of Service will explore the feasibility of providing multimedia computer stations for the public, to include listening and viewing capabilities – a desire expressed by the community in the outreach process.

#### *Staff Offices and Workstations*

Library staffing will be more fully defined in the Plan of Service. The space needs were derived utilizing current assumptions regarding staffing at other community libraries. To accommodate expected staff members, as well as supplemental staff or volunteers as necessary, 65 staff offices and workstations, to include public service points, are projected at 200 s.f. each. The total functional square footage will accommodate all staff-oriented workspace necessary to operate the library, and provide flexibility for implementation of RFID technology and automation to the degree possible within the library. Streamlined staff workflow and materials flow will be required to support these preliminary calculations.

#### *Meeting Room Requirements*



Meeting and program areas have been included to accommodate library services, activities and programs as well as meetings of community organizations. Library programs may be sponsored by the library, or in collaboration with non-profits, other service organizations, City departments, volunteers, and schools. The community has also expressed a desire for more meeting spaces.

Three sizes of meeting room have been included to meet the needs of organizations and groups – a large multipurpose room, a medium sized conference room and a smaller study / conference room. For theatre-style seating, 20 s.f. per person is utilized as a factor for determination of space requirements, where conferencing requires 30 s.f. per person. Using these factors, up to 200 people can use the larger, multipurpose room, up to 75 can meet in the large meeting room, and up to 25 people can meet in the medium size room. The smaller meeting room accommodates up to 15. The building program will determine whether these rooms should be further divisible. The large community room requires 4,000 assignable s.f., the large program room is 2,000 s.f. and the medium sized meeting room is 750 s.f. If these two spaces are designed adjacent to each other, using dividing walls the Library could create one large space 5,500 s.f. in size.

The smaller meeting room is 450 s.f., and a 300 s.f. meeting room support space is included. The total assignable s.f. allocated to meeting rooms is 7,000 s.f.

These rooms will need to be equipped with multimedia capacity to ensure they are supportive of the myriad types of activities that may take place.

# Space Needs Assessment

section V

## Space Allocation

|   |  |
|---|--|
| <p><b><i>Special Purpose:<br/>Miscellaneous Space<br/>Needs</i></b></p> | <p>Special use spaces support the ability of a library to be unique within a region and/or respond to special needs within its community. 2,400 assignable square feet has been allocated for the Sunnyvale Library to define a special collection and/or space that celebrates Sunnyvale.</p>   |
| <p><i>Friends of the<br/>Library</i></p>                                | <p>Space to support a Friends Bookstore and Lobby Display area is included, as well as processing / storage space. A total of 800 assignable square feet has been allocated.</p>   |
| <p><i>Café</i></p>  | <p>A Library Café is planned, which will serve refreshments to library users, and those that are using the multipurpose and study/conference rooms. 800 s.f., to include some seating in the café and an adjacent lobby or exterior patio area, is allocated as assignable square feet.</p>  |
| <p><b><i>Non-Assignable<br/>Space</i></b></p>                           | <p>The overall space needs assessment assumes a 75 percent building efficiency, requiring 35,188 square feet to accommodate non-assignable space requirements. The efficiency of a building reflects the amount of assignable space (used to provide library services) as a part of the total space required. 75 percent is an appropriate factor used in library planning principles for this level of detail in development of space requirements.</p> |

## Space Needs Assessment

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### Service Limitations of the Existing Library Facility



If the existing facility were expected to accommodate the goals for collections, seating, program areas, technology, and special use and support space to meet the community needs, it would be 55,876 square feet short. Please refer to the table on the next page as an illustration of the gap between the current facility and the square footage necessary to meet service goals for the population in 2005.

The existing library seriously constrains the ability of the library to meet community needs, for example, the Children's room woefully short of the space needed. It is overcrowded with book shelving, lacks suitable seating space and study tables, the Children's Room lacks the whimsy and special features that help young imaginations soar. Teen space is a disservice to the youth that would like to use the Library. The collection is too small and there is no place for group study. Overall, the Library lacks the space to grow the collection in a way the community has indicated would be valuable to them. Additional computers cannot be located within the space without removing another item. However, the community has not identified anything within the library that they do not value.

Having only one program room creates a challenge to meet the demand for programming, also, there is a desire for a community meeting space regrettably expressed through the needs assessment process. There are no group study rooms and no way to isolate oneself in a quiet area. The result is that whole place tends to become noisy and children and teens who want or need to be active are shushed or do not come to the library.

Existing restrooms are inadequate to handle the approximately 2,300 library visitors each day. The staff workspace is overcrowded and does not facilitate efficiencies available through various technologies. It also limits the potential collaborations as well as staff ability to prepare for the intensive programming and services accomplished through the library. The current library cannot support the projected population for 2030.

The new service model relies upon robust and reliable wireless connectivity to support access to services, automated materials handling technologies, and remote communication for staff. The existing brick structure interferes with wireless performance and would require creation of an overly redundant wireless network to support these functions.

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|                                    | 2005            |                      |                 | Criteria or Assumptions   | % of A.S.F. |
|------------------------------------|-----------------|----------------------|-----------------|---|-------------|
|                                    | Items or People | Items/SF or SF/ Item | A.S.F.          |   |             |
| <b>Service Population</b>          | <b>133,086</b>  |                      |                 | 01/01/2005 population as reported to California State Library.  |             |
| <b>Collections</b>                 | 532,344         | 15                   | <b>35,490</b>   | 4 items/capita to include multiple formats and languages.   | 41%         |
| <b>Reader Seats</b>                | 399             | 40                   | <b>15,970</b>   | 3/1000 in service population. Inclusive of group study rooms, lounge, table and carrel seating, etc.  | 18%         |
| <b>Storytelling Area</b>           | 40              | 20                   | <b>800</b>      |   | 1%          |
| <b>Technology Stations</b>         | 266             | 40                   | <b>10,647</b>   | 2/1000 in service population. Includes computers, public service technology distribution, internet access, legacy format readers, multimedia stations or points of service, copiers, self-checks, online catalogs, etc. | 12%         |
| <b>Staff Space</b>                 | 65              | 200                  | <b>13,000</b>   | Includes points of service and staff workspace, to include technology driven processes  | 15%         |
| <b>Special Use Space</b>           |                 |                      | <b>4,000</b>    |   | 5%          |
| Special Collections                | 1               | 2400                 | 2,400           | Heritage and History of Sunnyvale, Celebration of Innovation, Invention, and Ideas  |             |
| Friends of the Library             | 1               | 800                  | 800             | Includes processing / staging area and sales area   |             |
| Café                               | 1               | 800                  | 800             | Includes seating and catering kitchen for meeting spaces  |             |
| <b>Community Spaces</b>            |                 |                      | <b>7,000</b>    |   | 8%          |
| Multipurpose Room                  | 200             | 20                   | 4,000           |   |             |
| Large Meeting Room                 | 75              | 20                   | 1,500           |   |             |
| Medium Meeting Room                | 25              | 30                   | 750             |   |             |
| Small Meeting Room                 | 15              | 30                   | 450             |   |             |
| Meeting Room Support Space         | 1               | 300                  | 300             |   |             |
| <b>Total Assignable Space</b>      |                 |                      | <b>86,907</b>   | <b>Net Square Footage</b>   | 100%        |
| Non-Assignable Space               |                 |                      | 28,969          | non-assignable square feet at 75% efficiency  |             |
| <b>Total Estimated Space Needs</b> |                 |                      | <b>115,876</b>  | <b>Gross Square Footage</b>   |             |
| Square Foot Per Capita             |                 |                      | 0.87            |   |             |
| <b>Existing Space Available</b>    |                 |                      | <b>60,000</b>   | Gross Square Footage  |             |
| Existing Square Foot Per Capita    |                 |                      | 0.45            |   |             |
| <b>Differential</b>                |                 |                      | <b>(55,876)</b> | Gross Square Footage  |             |

# Implementation and Future Planning Processes

## section VI

### Implementation Activities

An implementation plan component conceptualizes the actions necessary to move from the existing state to the Library of the Future. A future planning approach and methodology outlines processes that will support the Library's ability to continually refresh itself through evolution, rather than reinventing itself periodically through revolution.

Implementation of the Library of the Future will include the following activities:

- Service Enhancement Assessments
- Library of the Future Strategy
- Strategic Operational Planning and Organizational Design
- Facility Planning and Design
- Interim Facilities Planning
- Construction
- Move-in Coordination
- Opening Day

#### *Service Assessments and Realignment*

Many of the service priorities included in this plan are dependent upon new or expanded facilities or additional (or reallocated) funding to achieve, but not all. There are some opportunities to modify services to align to priorities at this time. The Library should evaluate and assess the services presented in this plan for design and implementation of certain services in the short term, while the library of the future planning continues.

The Library should assess the current service model against the newly identified priorities and categorize them as follows:

1. Independent of Facilities or Funding
2. Requires Change in Facilities or Reallocation in Funding
3. Achievable through Collaboration or Partnership
4. Achievable through Community Referral

Examples of service modifications or deployment of additional strategies for service delivery may include:

- ❖ Aligning Collections and Programs to the current Community Profile
- ❖ Reinstatement of the Bookmobile or other mobile outreach services
- ❖ Awareness campaigns to market the Library within the community

#### *Library of the Future Strategy*

The strategy to achieve the library of the future, once defined, will establish whether the existing library is remodeled and/or expanded, a new library is located on the same campus, a new library is located elsewhere in the community, or one or more of the service distribution options are deployed. Dependent upon the strategy, the duration for each of the following implementation activities may change.

#### *Strategic Operational Planning and Organizational Design*

Strategic Operational Planning describes the library's approach and methodology to move from the current condition to the desired state. It will include an assessment and potential redesign of the library's policies, procedures, and processes. Additionally, staff position descriptions and classifications may need to change to align to the skill criteria and functional activities associated with the new service delivery model. Liaisons with community and service partners will need to be established as a priority for staff activities

# Implementation and Future Planning Processes

## section VI

### Implementation Activities

to ensure the service priorities are successfully realized.

The organizational and operational structure of the library may need to change to reflect the new service model as well. Staff envision working together in teams, with less hierarchical structure, which empowers each staff member to provide the best customer service possible. The library may accomplish strategic operational planning in parallel with the facility design process, as the completed Plan of Service and Building Program define the design goals. However, an ongoing communication of strategic operational outcomes and discoveries should be tied to the design process to ensure that spaces are not created that will hamper or encumber the ability of staff to team, collaborate and deliver the services within the new model.

#### ***Facility Planning and Design***

The duration of the design process is relative to the scope of the effort – remodel and expansion or new facilities. The design and construction documentation process could take anywhere from twelve to eighteen months, dependent upon community participation, regulatory requirements and City review periods.

#### ***Interim Facilities Planning***

If interim facilities are necessary to continue library services to the community while a new facility is constructed, planning should begin fully three years prior to the time the existing facility must be vacated. An assessment of the existing opportunities within the City for interim facilities could begin once the strategy for new facilities is decided.

#### ***Construction***

Dependent upon the scope of new construction or remodel and/or expansion of the existing facility, the construction duration may require anywhere from twelve months to two years.

#### ***Move-in Coordination***

Move-in coordination activities are dependent upon whether the existing facility is being remodeled and an interim facility is required, or a new facility is constructed at another site. This coordination effort must be comprehensively planned and implemented in a very disciplined manner. Move coordination planning should begin at least one year prior to occupancy of new or remodeled facilities.

#### ***Opening Day***

An opening day event for the Library of the Future is an opportunity to gather the community and celebrate all accomplished to date as well as all that will happen in and through the library for generations to come. It also provides the opportunity to introduce the new service model and facilities to the community. A prudent planning process for an event of this nature will require one year, and include the outreach, publicity, library tour design, and training.

# Implementation and Future Planning Processes

## section VI

### Future Planning Processes Approach and Methodology

***Services and  
Operations  
Assessment and  
Planning***

*“Test fast, fail fast,  
adjust fast.”*

*Tom Peters*

All libraries struggle with how to move from the traditional library model to a flexible and adaptable organization that continually stays relevant to its community. The concept of ‘libraries as institutions’ reflects both the strong, reliable, and dependable anchor within a community, but also the slow to change and behind the times aspect of traditional libraries.

The Library Sub-element calls for incorporation of community input and use of other tools to assess the effectiveness of library services. Ongoing performance measurement metrics and processes used by the City of Sunnyvale provide rich data to understand this for current services and conditions. However, the Library must also incorporate processes for continually looking to the future to support ongoing change to respond to community needs.

The Service Model Philosophy described in Section II reinforces the need for the Library to continually market its services and create awareness in the community regarding what the Library has to offer. However, as important is a continual outreach process focused on listening to what the community needs and how the Library might assist – and not just telling the community what is available.

For example, a significant issue for the Library is the rapid development and adoption of new technologies within society, and the conundrum associated with how to prepare for and integrate them into the Library as they become prevalent. Another issue is the evolution of the customer’s expectation of their experiences at a library. The Library must anticipate what is on the horizon and adapt itself in a timely manner to stay relevant and provide customer services valued by the community.

In this instance, a portion of the answer lies within, as the Library has developed its own best practices in collection development. Staff ‘have their finger on the pulse’ of collection development and management through understanding and interrelationship of what is occurring in the publishing world, current topics of issues and interest within the community, and local educational requirements and schedules of activity. They make daily decisions regarding the collection (new acquisitions, discards, etc.), based upon this immersion in the areas that influence the development of the collection and how responsive it is to community needs. The Library also provides successful programming, which is well received by the community, as evidenced by the level of participation. The community believes that the programs offered are relevant, helpful, and interesting, and they value the Library’s ability to develop and deliver the programming that they enjoy. The service model response includes delivery of more programming to meet the needs identified in the community through leveraging existing programming and partnering with others to support delivery of their programming..

This process can be adapted to other service elements allowing staff to continually assess and respond to community needs. The Library should analyze its success in collection development and programming to create similar processes and protocols to address continual planning and services design for technology, as well as other customer service elements.

# Implementation and Future Planning Processes

## section VI

### Future Planning Processes Approach and Methodology

#### *Short and Long Term Budget Planning*

The City of Sunnyvale is highly regarded for its fiscal management and long term budgeting process. As this document strongly recommends, the library service model must remain flexible, adjust to emergent needs in the short-term, and continually develop contemporary services and program strategies. Inherent in this statement is a level of creative tension between short-term adaptability and long-term budget planning for specific and precise expenditures.

As the library needs to be a nimble and fluid organization to meet ever-changing needs within the community, it needs a level of flexibility in its resource allocation process. An increased size of facility or facilities, serving a larger population in the future, and escalating costs over time inevitably mean that the library of the future will not be able to provide today's level of customer service without increased resources. However, the specifics of the future are impossible to project today.

An approach that addresses this issue of "knowing that the library will need to invest, but not yet being able to identify the instrument for investment" is to create two categories of resource allocation and appropriation: infrastructure and initiative.

For example, a certain percentage of the overall technology budget could be allocated to repairing, replacing, and extending the technology infrastructure, while the remaining percentage could be focused on strategic initiatives. Again, one may not be sure of what they are in 2020, but know that implementation is necessary to stay relevant.

There are certain measures of service that could provide benchmarks for future resource allocations. The California State Library provides current and historical statistics for public, academic, special, and county law libraries. While no standards exist, the Library and City could evaluate the performance of regional libraries, which may be the most relevant, set a goal, or standard, associated with the established metrics, and escalate their costs into the future. This process, used in this planning effort to establish goals and required square footage in 2030, included the number of items in the collection available per capita, as well as the reader seats and access to technology per 1000 in the service population. Other metrics might include materials expenditures per capita, annual users of e-resources, materials per child, telecom and technology expenditures, etc.

Today's measurements may not be the most relevant metrics for tomorrow. The Library must work with the California State Library, the California Library Association, and other professional organizations to discover and establish the most relevant measures and incorporate them into the annual statistical compilation.

## Conclusion

### section VII

#### Key Concepts Moving Forward

##### *Introduction*



The community is excited that Sunnyvale is willing to change its direction to improve the library's services and image, and meet the future needs of the community so that the library can be inspirational to all. They are pleased that the city recognizes the need for a great library and believe that seeking public input will result in a library that will keep up with changing community needs and provide greater access to library services.

There is no question that this community values the library. This needs assessment process established the library service needs of the community now and in the future, and the path is now clear for development of a Plan of Service and Building Program that will further define how the City and Library can and should respond to those needs. Reflection on this document and moving forward with future planning should include consideration of the following key concepts:

- the library is both destination and gateway
- redesign of the physical environment becomes the catalyst for change in the service model to achieve the best impact in the community
- the time is now for reinvention of the library while it is still relevant to the community, ensuring preservation of what is valued
- organizational and operational sustainability of the library is critical to serving generations of library customers in the community
- focusing on removing barriers to use will provide equitable access to services
- the library's facility or facilities will need to be flexible and adaptable to support the sustainability of the library service and operational model

##### *The Library as Destination and Gateway*

The concept of "going to and through" the library speaks to the library as a destination in itself and a gateway to all the world has to offer. The library is a cultural icon for the identity of the community as well as a window to the abundance of knowledge, information, entertainment, and enrichment made available to all.

##### *Catalyst for Change*

The design of physical space will facilitate change and the adoption of new service models. New services and facilities must be planned and designed with future flexibility and adaptive reuse as a core concept. This will allow the Library to reallocate resources currently invested in overcoming service and physical constraints, and to leverage efforts ensuring ongoing adaptation of services to emergent needs. Critical to the library and community will be robust service models designed to be sustainable over time. Program, service, and collection design and development are strategies that can be continually refined to address emergent needs within the community. Resources must be shifted appropriately, retaining an overall balance and addressing emergent needs while not disenfranchising other audiences of the library.

The time is right to envision and plan for the library of the future. Residents are currently very satisfied with library services, and rated it one of the primary service strengths of the City in 2005 and years prior. The library will invest the "community capital" created to date through excellent service delivery to ensure the continued relevance of the library to the community. The library intends to adopt the best practices of sustainable organizations

# Conclusion

## section VII

### Key Concepts Moving Forward

#### *Organizational and Operational Sustainability*

and communities in addressing its reinvention now, rather than at some time in the future. Without a plan for relevant and continuous improvement, residents may lose faith in a library that has does not change and no longer serves them well.

The Needs Assessment enlightened Library staff as to the community's desire to create sustainable environments, organizations, and operations. The criteria for a successful Plan of Service must include a discernable response to community needs that the library is best positioned to provide, but also a service model that is achievable within available resources and can be sustained over time. The implementation of continual assessment and future planning will support the library's ability to evolve through minor adjustments relative to emergent needs, as opposed to periodic upheaval and reinvention.

The service model and operational model are interdependent and require frequent evaluation for alignment. The operational cost model should always reflect both the balanced support of all community needs as well as the service priorities through investments made by the library. The City currently maintains a comprehensive performance assessment process, which provides a sense of the return on investment. The library may want to supplement this data-intensive process with more intuitive and perceptive observations and analysis to guide the evolution of the service delivery model and its service responses and priorities. The Library will need to integrate a continual improvement process utilizing ongoing reflection, assessment, design, and implementation by listening to customers and leading the way to excellent library service.

The value of the library may very well lie in its future ability to anticipate and construct responsive solutions to needs in the community as they emerge, and not after they become prevailing and powerful issues that require excessive attention.

#### *Removing Barriers to Use of the Library*

Customers frame their perception of the value of the library through access and use, or lack thereof. Therefore, the relevance of the Library in the community is directly tied to its ability to accommodate customers beyond those that can come to the library when it is open or have the means to access remotely through the Internet.

Barriers to use may include lack of transportation to the physical facility or lack of computers with access to the Internet at home or work. They might also include intimidation associated with use of the Library due to English Language proficiency, cultural issues with civic institutions, and sheer lack of convenience for the customer.

The Library must continue to be community-centered and customer-focused, and utilize a robust group of service delivery strategies that address the issues associated with access to the library and its services for different populations within the community.

#### *Service Model Relationship to Spatial Requirements*

The Plan of Service represents the cast of characters and the Building Program represents the eventual stage. The number, types, and relationships of spaces will all correspond with the services, collections, programs, and support space necessary to deliver service. The Building Program, as the next step in the planning process, will describe the qualitative and quantitative nature of the physical environment required to deliver library services.

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### Key Concepts Moving Forward

Assessment of the ability to deliver the services as described in this document will dictate whether discrete and specific use space or multipurpose space is appropriate – but the spaces and their configuration must intrinsically support the delivery of services.

Ultimately, the customer's experience of the library will reflect both the services they receive and the physical or ethereal environment(s) in which they receive them. This will create (or if lacking may impede) an emotional connection to the library and the community.