



**City of St. Helena
Library Board of Trustees
Regular Meeting
St. Helena Library, 1492 Library Lane, St.
Helena CA 94574
St. Helena Library - 1492 Library Lane
Wednesday, March 11, 2020 @ 5:00 PM**

PLEASE NOTE: Any person who wishes to speak regarding an item on the agenda or make a comment under the "Oral Communication" portion of the agenda may do so, but please observe the time limit of four minutes.

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1. CALL TO ORDER
2. ROLL CALL
Chairperson: Lin Weber
Vice Chair: Terry Wood
Trustees: Emily Armstead, Skip Lane, David Slaby, Susan Swan, and Rebecca Wendt
City Council Member Liaison: Anna Chouteau
Staff Liaison: Chris Kreiden, Library Director
City staff present at the meeting will be noted in the minutes.
3. PUBLIC FORUM
An opportunity for the public to directly address the Committee on items of interest to the public that are not listed on the agenda. Any person addressing the Committee should provide his or her name and address, and limit comments to four minutes. Because of restrictions imposed by the Brown Act, the Committee may not engage in substantive discussion, nor take action on matters not described on the agenda.
4. REPORTS BY STAFF COMMITTEE:
Reports by staff and/or committee on items of general interest. Brief questions for clarification may be posed and answered, and Committee may request that items be placed on a future agenda. Except under certain circumstances, **the Brown Act prohibits any other discussion or action by the Library Board of Trustees.**
5. CONSENT ITEMS:
Members of the Board or the public may ask that any items be considered individually for purposes of considering alternative action, for extended discussion, or for public comment. Unless this is done, one motion may be used to adopt all recommended actions. (Roll Call Vote)
 - 5.1. Library Board of Trustees Meeting Minutes of February 12, 2020 3 - 6
[Regular Meeting Library Board of Trustees February 12 2020](#)
6. SCHEDULED MATTERS:
 - 6.1. Discussion and Drafting of Vision Statement and Possible Next Steps in Library Planning - Lin Weber 7 - 13

[Community ToolBox - Creating Statements](#)
[City of St. Helena Vision and Mission Statements](#)

- 6.2. Discussion of Current and Future uses of Library Spaces - Lin Weber 15 - 53
[Library Discussion Starter](#)
[Center for the Future of Libraries Trend Cards](#)
[Noll&Tam Civic Engagement Survey 2019](#)
- 6.3. Report from Friends & Foundation, St. Helena Public Library - Maria Stel, Friends & Foundation, Executive Director
- 6.4. Review of Library Statistics for February 2020 - Chris Kreiden 55 - 60
[Library Statistics 2020 February](#)
- 6.5. Review of Library Newsletter for March 2020 and Upcoming Library Events - Chris Kreiden 61 - 65
[Library Newsletter 2020 March](#)
[Library Calendar 2020 April](#)
- 6.6. Review of Monthly Library Operating Expense Report for February 2020 - Chris Kreiden 67 - 68
[Library Monthly Expense Report 2020 February](#)
7. ADJOURNMENT
The next regular meeting is scheduled for April 8, 2020 at 5:00 PM, St. Helena Public Library.

This agenda was posted at City Hall, 1480 Main Street, and at the St. Helena Public Library, 1492 Library Lane, St. Helena on March 6, 2020.



Chris Kreiden, Library Director

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in the meeting, please contact City Hall at (707) 967-2792. Notification 48 hours prior to the meeting will enable the City to make reasonable arrangements to ensure accessibility to this meeting (28 CFR35.102-35.104 ADA Title II). However, City staff will attempt to assist at any time with accessibility.

Minutes of the Regular Meeting of the
St. Helena Public Library Board of Trustees
5:00 PM
Wednesday, February 12, 2020
Community Meeting Room

1. CALL TO ORDER -

- 2. ROLL CALL** - Library Board Chairperson Lin Weber called the Regular Meeting of the Board of Trustees to order at 5:00 p.m. Present were Board Vice Chair Terry Wood; Trustees Emily Armstead, David Slaby, Susan Swan, and Rebecca Wendt; Library Director Chris Kreiden; City Council Liaison Anna Chouteau; St. Helena Public Library Friends & Foundation Executive Director Maria Stel; Linnea Pearson, Chair of the Friends & Foundation; and former SHAPE Committee member and current Active Transportation/Sustainability Committee member Glenn Smith.

3. PUBLIC FORUM - There were no general public comments.

- 4. REPORTS BY STAFF, COMMITTEE** - Chris shared the exciting news that the California State Library is funding a pilot program called *California Working Scholars*, through which the CSL, working with different colleges, helps public library employees to earn a low- to no-cost bachelor's degree. Two SHPL staff members applied and both made the cut out of 400 applicants statewide. After completing a sample course, part of the application process, the two SHPL employees, Leti Olivier and Casey McConnell, have begun working to obtain their BA degrees online.

Chris showed Trustees *Sustainable Thinking: Insuring Your Library's Future in an Uncertain World*, a book by Rebekkah Smith Aldrich, which Chris highly recommends Trustees read as we help connect with the community and guide SHPL forward into the future. Chris also introduced the American Library Association's Center for the Future of Libraries to Trustees and suggested Trustees review the trends the ALA has identified as relevant to libraries and the communities they serve to inform the discussion of what the SHPL might need and look like in 10 years. Chris showed Trustees a PDF of the ALA's Trend Cards, which describe trends relevant to libraries and their communities. Chris will include the PDF in next month's Agenda Packet.

Susan reminded Trustees about the camp signup day she saw at Albany Public Library, which she thinks would work at SHPL. The idea would be to invite representatives from camps and summer programs in Napa and surrounding areas to SHPL one day this spring so patrons can learn about programs they might not know about and sign up on the same day. Chris said the Rec Department had been interested in the idea, so she will mention it again to staff.

The SHPL's free tax help program started last week, and, as always, people were lining up at the door prior to opening. The free tax help is always a popular and successful program for the community.

Mariah is applying to the State Library again this year for funding to enhance the *Lunch at the Library* program this summer, which is done in partnership with the St. Helena Unified School District. Chris learned SHPL is the only library in Napa County

that has been successful in finding a partner. Chris clarified, in response to a Trustee question, that the State Library program is called *Lunch at the Library*, but that the St. Helena Unified School District asked that it be called *Breakfast at the Library* since they are providing breakfast, not lunch, to align with what they are doing during summer school.

Chris reported that PG&E contacted her to inquire about setting up an indoor service center at the library during power outages, unfortunately the library doesn't have the amount of space PG&E requires. During previous outages, PG&E set up service centers with generators in Calistoga and at the Upper Valley Campus, but they weren't optimal because they were in tents.

The repair work on the flat part of the roof has started and next week the work will be taking place at the front of the library so patrons will have to enter through the staff area off the parking lot. Barriers and signage will direct patrons to the temporary entrance. Work on the roof should be completed, weather permitting, by March 4.

Susan suggested that Elsie, in her *St. Helena Star* column, let her readers know about *Ancestry.com*, the excellent genealogy website that patrons can use to research their family tree, but which is only accessible when they are on site at the library. Chris informed trustees that patrons can access *HeritageQuest*, another genealogy website, when they are not at the library.

5. CONSENT ITEMS:

5.1- Library Board of Trustees Meeting Minutes of January 3, 2020 were approved.

6. SCHEDULED MATTERS:

6.1- Board- Envisioned Future Physical Improvements, Technology and Anticipated Programs and Services for the Next Decade - Trustees discussed the Board's role in making decisions about the interior of the library and potential programs and technology when the revisioning project begins, and the concepts and principles in the Atlanta-Fulton Public Library System Central Library Renovation handout included in this month's agenda packet. While some Trustees found Atlanta's priorities and concepts helpful in terms of ideas for lighting, connectivity between the library and the community, flexible workspaces, etc., David found the handout to be unhelpful because the demographics of the Atlanta library are so different from St. Helena's, because the Atlanta library building is much larger, and because he believes the Board first needs to define the core values and goals we want to address in a revisioned space. Trustees agreed that we should determine the library's core values and goals to best serve the community before we get into specifics. Trustees also agreed it would be helpful to meet with a library specialist to learn what experts in the field believe a future library will need in terms of interior space, technology, and programs. Anna reminded Trustees that architects Noll & Tam worked with a library specialist to create their revisioning options, and that the specialist had solicited community input at community visioning meetings about the future library.

Susan stated that having the community's input on future needs and wants is crucial, but also said that moving forward based solely on input from the community and not from experts like the American Library Association, library

staff, or other sources knowledgeable about potential library needs 10 years into the future might not be ideal, and suggested that all Trustees conduct research on libraries of the future and bring what they learn to next month's meeting. Lin expressed her belief that research into future technology needs is important. Terry plans to tour the Half Moon Bay library, which Noll & Tam designed.

Glenn Smith voiced his opinion that the core mission of a public library is learning, and that, while learning used to be all about books, learning in the future will be different and what a learning institution should be will be different. Mr. Smith believes Trustees should bring a consultant in to guide us in addressing the community's need in our revisioning plans or he fears that decisions about the future of our library will be taken out of our hands and given to other entities to decide. David disagrees that the library is primarily a learning center; he believes it is also an important community center.

At Emily's suggestion, trustees decided that a next step will be to assess what the library is offering right now and come up with a comprehensive list of what Trustees believe we definitely want for SHPL in the future. Discussion followed about what each Trustee values in the library today, among them:

- a community destination where people can meet and get to know others;
- a resource that is free to the public;
- a place to educate and inspire patrons;
- a place to bridge the digital divide and allow all people to access the world through its excellent resources free of charge;
- a place to come to access the world and learn;
- an asset that provides a place for people to go for their own, individual purposes that is a focal point of the community with multiple tentacles, learning being one of them, but not necessarily the predominate purpose.

Emily then suggested Trustees come up with a timeline for our part of the revisioning process. Chris stated, and Trustees agreed, that we should seek input from staff. Chris will pursue staff feedback on how they see the library being used now and in the future. The assignment for Trustees for next month is to research current library uses, solicit input on what people want, and learn what library experts predict libraries will need in the future to best serve its community. Susan suggested Trustees look online at other libraries' vision statements, at reports on the future of libraries, and at the American Library Association website and Center for the Future of Libraries.

Trustees also discussed the need to update the library's Mission Statement, which was adopted by the St. Helena Library Board of Trustees in 1991. Trustees will research other libraries' mission statements and come up with drafts for an updated mission statement, which we will share at the March Board meeting.

Anna informed Trustees that the City Council has approved Noll & Tam fleshing out a new option for the library and city hall to be housed in the same building. A new financial committee has been formed to research funding options to pay for the City revisioning and infrastructure projects.

6.2 - Report from Friends & Foundation, St. Helena Public Library - Maria Stel, Friends & Foundation, Executive Director - Maria reported that the *Bookmark Napa Valley* fundraiser raised over \$100,000 this year, and that F&F Board members received positive feedback from the authors and event guests. She also reported that the F&F received an anonymous \$100,000 donation and that the Board is discussing the best way to publicize this generous gift without revealing the source.

6.3 - Review of Library Statistics for December 2019 - Chris Kreiden - Trustees reviewed and briefly discussed the December statistics, which were similar to December 2018's statistics.

6.4 - Review of Library Statistics for January 2020 - Chris Kreiden - Chris noted that the biggest drop in circulation has been DVDs because people are streaming content instead of watching DVDs.

6.5 - Review of Library Newsletter for February 2020 and Upcoming Library Events - Chris Kreiden - Chris reported that the caroling evening in December drew 30 participants and that the rescheduled Latino Vintners event was not as well attended as it likely would have been on the original date. Jay Greene's talks always attract a large audience. Chris said that Mariah is planning to book a Polynesian fire dance for May.

6.6 - Review of Monthly Library Operating Expense Report for January 2020 - Chris Kreiden - Trustees briefly reviewed the report.

7. ADJOURNMENT. The meeting was adjourned at 5:50 pm.

The February 12, 2020 regular meeting of the Library Board of Trustees minutes were adopted at the March 11, 2020 Library Board of Trustees meeting.

Submitted by:
Susan Swan,
Recording Secretary

APPROVED:

ATTEST:

Lin Weber, Chairperson

Chris Kreiden, Library Director
(Staff Liaison)

This information comes from the website Community ToolBox.

<https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vision-mission-statements/main>

- **What is a vision statement?**
- **What is a mission statement?**
- **Why should you create vision and mission statements?**
- **How do you create vision and mission statements?**

Creating your organization's vision and mission statements are the first two steps in the VMOSA action planning process. Developing a vision and mission statement is crucial to the success of community initiatives. These statements explain your group's aspirations in a concise manner, help your organization focus on what is really important, and provide a basis for developing other aspects of your strategic plan. This section provides a guide for developing and implementing your organization's vision and mission statements.

What is a vision statement?

Your vision is your dream. It's what your organization believes are the ideal conditions for your community; that is, how things would look if the issue important to you were completely, perfectly addressed. It might be a world without war, or a community in which all people are treated as equals, regardless of gender or racial background.

Whatever your organization's dream is, it may be well articulated by one or more *vision statements*, which are short phrases or sentences that convey your community's hopes for the future. By developing a vision statement or statements, your organization clarifies the beliefs and governing principles of your organization, first for yourselves, and then for the greater community.

There are certain characteristics that most vision statements have in common. In general, vision statements should be:

- Understood and shared by members of the community
- Broad enough to include a diverse variety of local perspectives
- Inspiring and uplifting to everyone involved in your effort
- Easy to communicate - for example, they are generally short enough to fit on a T-shirt

Here are some examples of vision statements that meet the above criteria:

- A community where all individuals and families achieve their human potential.
- [CALCASA](#) envisions a world free from sexual violence.
- A future where tobacco is a thing of the past. ([Truth Initiative](#))
- A world without Alzheimer's Disease. ([Alzheimer's Association](#))
- The United States is a humane community in which all animals are treated with respect and kindness. ([ASPCA](#))
- A world where everyone has a decent place to live. ([Habitat for Humanity](#))

What is a mission statement?

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The next step of the action planning process is to ground your vision in practical terms. This is where developing a *mission statement* comes in. An organization's mission statement describes *what* the group is going to do and *why* it's going to do that. An example is "Promoting care and caring at the end of life through coalitions and advocacy."

Mission statements are similar to vision statements, in that they, too, look at the big picture. However, they're more concrete, and they are definitely more "action-oriented" than vision statements. Your vision statement should inspire people to dream; your mission statement should inspire them to action.

The mission statement might refer to a problem, such as an inadequate housing, or a goal, such as providing universal access to health care. And, while they don't go into a lot of detail, they hint - very broadly - at how your organization might fix these problems or reach these goals. Some general guiding principles about mission statements are that they are:

- *Concise*. While not as short as vision statements, mission statements generally still get their point across in one sentence.
- *Outcome-oriented*. Mission statements explain the fundamental outcomes your organization is working to achieve.
- *Inclusive*. While mission statements do make statements about your group's key goals, it's very important that they do so very broadly. Good mission statements are not limiting in the strategies or sectors of the community that may become involved in the project.

The following examples should help you understand what we mean by effective mission statements.

- Promoting community health and development by connecting people, ideas and resources. (Community Tool Box)
- The California Coalition Against Sexual Assault ([CALCASA](#)) provides leadership, vision and resources to rape crisis centers, individuals and other entities committed to ending sexual violence.
- Our mission is to eliminate Alzheimer's disease through the advancement of research; to provide and enhance care and support for all affected; and to reduce the risk of dementia through the promotion of brain health. ([Alzheimer's Association](#))
- The mission of the [ASPCA](#), as stated by Henry Bergh in 1866, is "to provide effective means for the prevention of cruelty to animals throughout the United States".
- Seeking to put God's love into action, [Habitat for Humanity](#) brings people together to build homes, communities and hope.

How do you create vision and mission statements?

Now having a better understanding of vision and mission statements, your organization has the tools to develop your unique statements. If your group has already developed vision and mission statements, you might wish to look at them in light of the criteria we discussed above. If members of your organization feel your current statements could be improved, this process can be easily used to modify them. Let's begin.

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Learn what is important to people in your community

As developing your vision and mission statements is the first step in creating your action plan, it is especially important that these first steps are well grounded in community beliefs and values. Awareness of the important issues in your community is critical for the development of a strong, effective, and enduring action group.

Therefore, one of the first steps you should take when developing the vision and mission of your organization is to define the issue(s) that matter most to people in your community. How do you go about doing so?

There are many different ways you can gather this information, including:

Conducting "[public forums](#)" or "listening sessions" with members of the community to gather ideas, thoughts, and opinions about how they would like to see the community transformed.

[Holding focus groups](#) with the people interested in addressing the issue(s), including community leaders, people most affected by the issues, businesses, church leaders, teachers, etc.

[Obtaining interviews](#) with people in leadership and service positions, including such individuals as local politicians, school administrators, hospital and social service agency staff, about what problems or needs they believe exist in your community.

Decide on the general focus of your organization

Once members of your organization have heard what the community has to say, it's time to decide the general focus of your organization or initiative. First of all, what topic is most important to your organization and your community? For example, will you tackle urban development or public health issues? Racism or economic opportunity?

These are questions for which there are no easy answers. Your organization will need to consider lessons learned from the community and decide through thoughtful discussion the best direction for your organization. We suggest you [open this discussion up](#) to everyone in your organization to obtain the best results.

However, if your organization is receiving grant money or major funding from a particular agency, the grant maker may specify what the general goal of your group should be. For example, if your group accepts a grant to reduce child hunger, at least part of its mission will be devoted to this purpose. Even in these circumstances, however, the community should determine the ultimate vision and mission that will best advance what matters to local people.

Develop your vision and mission statements

This information comes from the website Community ToolBox.

<https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vision-mission-statements/main>

Now that your organization has a clearer understanding of what the group will do and why, you are in a prime position to develop the statements that will capture your ideas.

As you are looking at potential statements, remember to keep them broad and enduring. Vision and mission statements wide in scope allow for a sense of continuity with a community's history, traditions, and broad purposes. Additionally, vision and mission statements that are built to last will guide efforts both today and tomorrow.

Vision Statements

First of all, remind members of your organization that it often takes several vision statements to fully capture the dreams of those involved in a community improvement effort. You don't need - or even want - just one "perfect" phrase. Encourage people to suggest all of their ideas and write them down, possibly on poster paper at the front of the room, so people can be further inspired by the ideas of others. As you do this, remind the group of:

- What you have learned from your discussions with community members
- What your organization has decided will be your focus
- What you learned about vision statements at the beginning of this section

If you have a hard time getting started, you might wish to check out some of the vision statements in this section's Examples. You might ask yourself how well they meet the above suggestions.

After you have brainstormed a list of suggestions, your group can discuss critically the different ideas. Oftentimes, some of the vision statements will jump out at you - someone will suggest it, and people will just instantly think, "That's it!"

If it's more complicated than that, you should ask yourselves the following questions:

- Will it draw people to common work?
- Does it give hope for a better future?
- Will it inspire community members to realize their dreams through positive, effective action?
- Does it provide a basis for developing the other aspects of your action planning process?

A final caution: try not to get caught up in having a certain number of vision statements for your organization. Whether you ultimately end up with two vision statements or ten, what is most important is that the statements together provide a holistic view of your organization's vision.

Mission Statements

The process of writing your mission statement is similar to developing your vision statements. The same brainstorming process can help you develop possibilities for your mission statement. Remember, though, that unlike vision statements, you will want to develop a *single* mission

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statement for your work. After brainstorming possible statements, you will want to answer questions for each one:

- Does it describe *what* your organization will do and *why* it will do it?
- Is it concise (one sentence)?
- Is it outcome oriented?
- Is it inclusive of the goals and people who may become involved in the organization?

Together, your organization can decide on a statement that best meets these criteria.

City of St. Helena

Vision Statement

The City of St. Helena will strive to be economically sustainable, and continue to be family-friendly, diverse and safe community which prudently manages its financial and human resources, continues to upkeep and improve its infrastructure, ensures its water security, provides a full range of housing, business, cultural and recreational opportunities and embraces and retains its historic, small-town character, beautiful natural environment and high quality of life.

Mission Statement

The City of St. Helena is dedicated to serving the needs and desires of our citizens by:

- Maintaining and improving our short and long-term economic sustainability
- Offering excellent professional services to all customers
- Establishing, improving and maintaining City infrastructure
- Maintaining and encouraging an environmentally sustainable community
- Preserving and embracing the historic, small-town, rural character of St Helena.
- Expanding and improving recreational services and facilities and cultural opportunities
- Encouraging a wide range of innovative, well-designed housing available for residents of all ages and income levels
- Facilitating full civic participation and ongoing communication
- Strengthening partnerships with the private, non-profit and public sectors

Vision and Mission Statements adopted by the City of St. Helena City Council on April 12, 2016, Resolution No. 2016-47.

Library Board Conversation Starter

The phrase “form follows function” may have been more descriptive of architecture in the early 20th century than it is in the early 21st. We on the St. Helena Library Board of Trustees, however, have been considering the way our building is actually being used as a starting point for determining how the library should be configured in the future. We are also studying recent trends in library usage across the country. This will help us predict what activities we can expect to be happening at the library a decade from now, and the space that should be allotted for them. To present our ideas about what a modernized St Helena Public Library (SHPL) will need, here is a “tour” of the facility, with its present and probable future uses.

1. **Survivability:** Since the library is used as a community gathering space during emergencies, it should be able to withstand an earthquake. Located close to the Napa River, the geology beneath the building might be primarily fluvial, making it susceptible to liquefaction. The level of the water table on the ground below could be problematic as well, as it could lead to structural subsidence. Water table issues would also affect the feasibility of installing elevator equipment. Other two-story buildings in town (Grace Episcopal Church, St Helena Catholic Church) ran into significant problems with underground water.

Q: Has a certified geologist been consulted to evaluate the danger of liquefaction during an earthquake or subsidence due to prolonged periods of heavy rain? Can the architectural process wait until it rains again?

2. **Entrance:** The SHPL has always been and always should be accessible to everyone, and its current central location is ideal for this. All of its public resources are now on the ground floor.

A. Ground floor or second floor? There have been discussions about sharing a large facility with the city hall, which we think is a promising option.

Q: If we share the building w city hall, should we reduce the footprint by placing the library on the second floor? Would a second-floor library

be practical? Would it be accessible to all? Would it be survivable (see #1)?

B. Security. Concerns about violence in public places dictate the placement of security features in civic spaces.

Q: Where should security equipment be installed? Just outside the library's entrance? In the library? In a combined entrance with the suggested city hall? Of what would it consist?

3. Accessible, approachable, multipurpose front desk: The library's front desk should always be approachable and non-intimidating. It's not just for checking out books, but for information and assistance in finding materials. Libraries are resources for free assistance in tax preparation, homework help, voting information, job searches, DMV test preparation and other aspects of daily life that can be challenging.

Q: Placement? Does the desk's present position impede traffic, obscure the viewshed, seem like an obstacle, detract from library's feeling of approachability? What size should it be?

4. Windows: Libraries in attractive settings usually have large windows that take advantage of inspirational vistas and provide natural, non-glare lighting. People walking into the library would be greeted by inspiring views if there were more windows on the north and east sides.

Q: Is it feasible to add more windows to the present library to bring the outside in? If the library is on the ground floor of a two-story, dual-use building, can very large windows still be used?

5. Green technology: Virtually all new/modified libraries are more energy efficient and green, and we fully support this responsible approach to the environment.

Q: Can a refigured or new library be equipped with solar power and built with sustainable, non-polluting materials?

5. Collections:

A. Book collection: The original purpose of public libraries has

been to lend books for the enhancement and enjoyment of the community, at no cost. While it is now possible to access some of this material online, by no means is the full range of written material available electronically. SHPL has a rich assortment of fiction and non-fiction works and is able to obtain written material from all over the country through networks with other libraries. Networking will continue to play a major role in the years to come.

Q. Because of this, will the space needed to store books in future years remain about the same as it is now?

B. Media collection: Statistical trends show a decrease in the use of digital media like DVD movies and CDBKs at SHPL. This decline is expected to continue as more people stream programming and download audible books onto their phones.

Q: Should the space used now to house DVDs and CDBKs be co-opted to accommodate other needs?

C. Children's/teens' library: SHPL was originally designed simply to house books. The space currently available for story time and other interactive events is very limited, but national trends in library usage increasingly emphasize the library's role as a place to be, rather than just a resource for obtaining books. The number of children in St. Helena has been dropping, suggesting that no additional space is needed for this important section of the building. It is very likely, however, that in the coming years more affordable housing will be a reality in St. Helena. That would bring an influx of young people.

D. Teen library: The provision of special places for teenagers within the library is trending nationally, according to the Public Library Association. Teen space is set apart acoustically from other areas and provides opportunities for academic, creative and recreational enrichment.

Q: Can the current children's library be reconfigured to accommodate appropriate socializing activities for young children? Should the existing teen space be upgraded? Should we prepare for an uptick in the school population by creating room to grow?

E. Spanish language library: This part of the library has some comfortable furniture and seems inviting, although doesn't seem very well lit.

Q: Is this area utilized very much? Should it be expanded? Would moving Spanish-language children's books from the children's library and placing them in the Spanish-language library be appropriate or helpful?

F. Wine Library: The Wine Library Association purchases the material in the Wine Library, but the collection is the property of SHPL. The Wine Library collection is actually underutilized, but the setting is one of the most-used areas in the library, with comfortable, well-lit seating and easy access to periodicals. It's also the site of larger format gatherings.

Q: Is there a better location in which to house the Wine Library collection, either within the library or elsewhere?

6. *Large-format gathering space:* More and more over the past decade, American libraries have been serving as community gathering places. They offer a variety of broadly appealing programs that educate, entertain and inspire, at no cost to the attendees. This is especially relevant in communities like ours where a high percentage of the population is over 55, often with limited discretionary income. SHPL's identity as a community nexus is very clear and well documented. SHPL has also been a refuge during climate emergencies and natural disasters. We believe that these functions will continue to be important in the coming years.

Q: Should changes in the design of the building include more generous space for audience-attended presentations, as well as projection surfaces and a good sound system? How should it be configured? Should this space be shared with the city council?

7. *Medium-sized gathering places:* SHPL currently has 4 spaces for groups of up to 10 people: the teen room, the Beringer Room, the California Room and the public meeting room on the east side of the building. Now that most of the library's microfilm collection is available online, the California Room does not see as much use as it once did, although it still houses some rare books. Valuable compilations of

interviews with wine industry leaders are stored in The Beringer Room, along with oversized books.

Q: Can these rooms be upgraded? Can they include views of the vineyard? Can the valuable material in the California and Beringer rooms be combined and stored elsewhere to open up these two locations for medium-sized gathering spaces?

8. *Individual/small group space:* The current library does not provide sufficient space for individuals and small, quiet groups to study, confer, and do research.

Q: Can several small, attractive carrels and nooks with one or two desks or some other form of seating/writing furniture be added for this purpose?

9. *Greater capacity for display of art:* Art exhibits are regular features of good libraries. We already have a successful, rotating schedule of works by local and near-local artists.

Q: Can additional wall space (straight, not curved) be provided for exhibits? Can we design ways to display other art forms?

10. *Private computer accessibility and upgradable WiFi:* The library currently provides 13 computers for public use. The provision of space for public computer equipment may not be as relevant in the future as it is today, since electronic equipment is now ubiquitous, although at SHPL some applications are only accessible via computers now installed in the library.

Q: How much space should be allotted to the use of library-owned electronic equipment? How much space should be allotted for increased use of private laptops? Is the current WiFi upgradable? Are there enough electrical outlets? Are there enough surfaces of appropriate height to accommodate laptops?

11. *Administrative space:* Administrative space at SHPL is currently adequate. There is also storage space on the second floor, but whether that space is suitable for bearing the heavy load of book storage is uncertain. Two service elevators can convey materials there.

Q: Can the second floor of the current library be evaluated for

structural integrity? Can it be properly ventilated/heated/ cooled to accommodate increased usage? For what could it best be used?

12. **Parking:** There are not enough parking spaces for employees, and those who need to park on the street have to move their vehicles every 3 hours to avoid being ticketed. People attending large-format library events sometimes have trouble finding parking.

Q: Can part of the vineyard be removed for the creation of more parking? Would covered parking or outdoor parking better suit our needs/budget?

13. **Refreshments/food:** SHPL provides breakfast for children in the community during the summer. This service is happening in many libraries across the country and illustrates the public-service trend in today's libraries.

Q: Can a small but serviceable kitchen be added? Could a café serving coffee, tea, waters and pastries be included?

14. **Outdoor usage:** Sheltered outside patio space has been suggested for use in mild weather.

Q: Would a ground floor patio be feasible, given security concerns? Would it be desirable? If the library was on the second floor, could rooftop reading spaces be provided? Is the climate temperate enough to warrant investment in this option?



These cards are based on trends identified by ALA's Center for the Future of Libraries (ala.org/transforminglibraries/future/trends) as relevant to libraries and the communities they serve. Special thanks to ALA members, library professionals, and our advocates and allies who have contributed their insight and advice.

You can use these cards in multiple ways, including:

- As conveniently packaged information for your own review and consideration
- As conversation starters with colleagues and members of the community
- As starting material for innovation exercises (a structured innovation activity is available from the Center's site at ala.org/transforminglibraries/future/engage)
- As mapping tools to illustrate how trends fit together or how they fit into your specific community

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TREND

**AGING
ADVANCES**

ALA American Library Association



TREND

ANONYMITY

ALA American Library Association



TREND

BADGING

ALA American Library Association

TREND

AGING ADVANCES

An aging workforce and population will change the United States and other developed nations, impacting the workplace, government budgets, policy, family life, and more.

Why It Matters

Needing adequate income and access to health care, adults may continue to work past traditional retirement ages.

An aging population will challenge governments to balance support for pensions against funding for programs that benefit all citizens and/or younger citizens.

Younger generations may increasingly be called upon to support, through time or money, older family members.

Increased time in retirement could result in demand for leisure activities, deeper pools of volunteer talent, or need for new community and gathering spaces. Retired adults may find their way back into the workforce or campuses.

Growing older adult populations will significantly influence the economies of communities, increasing demand for health care workers, the food service industry, and even new retailers.

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TREND

BADGING

Digital badges offer opportunities to recognize individuals' accomplishments, skills, qualities, or interests and help set goals, motivate behavior, represent achievements, and communicate success in learning offered in schools, professional settings, or daily life.

Why It Matters

As badging systems evolve to recognize learning that happens across a wide environment, including out-of-classroom, libraries of all types may be called upon to support the development of badges.

Community- or campus-wide initiatives to support learning will likely involve cultural institutions, including libraries.

If digital badges disrupt existing forms of credentialing (college and university degrees), they could significantly alter the environments in which libraries operate, especially academic libraries, or the services libraries provide, such as spaces for individuals to complete modules towards a specific job credential.

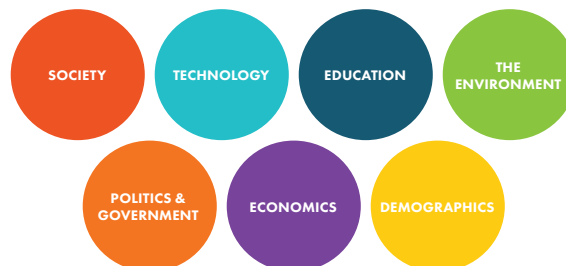
As users become more aware of badging's role in professional development or continuing education, libraries may be important partners in supporting individuals' pursuit of badges.

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Each card includes information about the trend and considerations for why it might matter for libraries.

The trends are color-coded into broad categories of change:



As the Center identifies new trends, supplement card packs will be available on the Center's site at ala.org/transforminglibraries/future/engage. We welcome your questions or suggestions for how these cards can be used or improved. Please email futureoflibraries@ala.org.

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TREND

ANONYMITY

Anonymity, long a hallmark of communication on the internet, is a promoted feature of applications and forums allowing users to share information secretly.

Why It Matters

Anonymity, wherever it occurs and for whatever reasons, may be easily used to promote racist, sexist, offensive, and horrible sentiments. Libraries and librarians may fill a growing need for open dialog and reputable information.

The rise of anonymity and the vulnerabilities it exposes, especially for governments and businesses, may lead to a movement against it. Understanding the role anonymity plays in free speech and intellectual freedom may become increasingly important for libraries and librarians.

For some users, anonymity provides opportunities for deeper discussion and personal revelation. If anonymity can help build community, it may take on a more significant use than simple secret sharing.

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TREND

**BASIC
INCOME**

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TREND

**COLLECTIVE
IMPACT**

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**CONNECTED
LEARNING**

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TREND

**CONNECTED
TOYS**

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TREND

COLLECTIVE IMPACT

In the face of limited resources and persistent social issues (poverty, violence, education, health, the environment), organizations from different sectors are adopting common agendas to combat issues within their communities.

Why It Matters

Libraries and librarians are frequently considered key collaborators for projects that address big social issues and may increasingly be approached to participate in projects that utilize a collective impact model. Libraries may seek to reframe library issues and priorities to align with the big social issues with which society struggles.

Funders, frustrated by a lack of progress in traditional models of giving, may become interested in the collective impact model and may prioritize projects that utilize the strategy.

Participation in collective impact projects may require more time and commitment. The collaborative relationship will need to be managed in addition to the organization's regular duties, mission, and priorities and within the organization's regular budget.

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TREND

BASIC INCOME

Basic income—frequently referred to as universal basic income—is a payment from the government to all people in society, regardless of their income or work circumstances, meant to guarantee basic needs like food and shelter as well as enable individuals to pursue their self-improvement and contributions to society.

Why It Matters

An obvious question. Would the work of library professionals be automated and so result in our own personal needs for a basic income?

At the same time, part of the assumption of a basic income would be that individuals would be free to pursue education and training—and so libraries' role as spaces for teaching and learning would remain and perhaps become even more popular in a society where individuals are freed from labor and able to pursue their own interests.

Basic income could also liberate people to pursue productive leisure activities—the arts, hobbies, crafts, reading, writing, etc.—making library spaces and resources essential for these types of activities.

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TREND

CONNECTED TOYS

A new crop of toys take advantage of trends in wireless connectivity, the internet of things, artificial intelligence, and machine learning to create highly personalized exchanges between object and child.

Why It Matters

Connected toys raise issues of privacy and security, especially if the toys transmit private information to third parties or utilize machine learning or artificial intelligence to collect, store, and personalize information.

Some connected toys could limit children's imagination, curiosity, or opportunity for authentic play—steering children toward rote answers that fit into a pre-formatted script, limiting socialization, and replacing real human connections.

Connected toys could create more robust, educational, and evolving systems of interaction with children, forging stronger educational and developmental outcomes.

Connected toys could allow parents and families to more closely monitor and involve themselves in children's development, transmitting information that would allow parents to better understand the activities their children are engaged in.

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TREND

CONNECTED LEARNING

Social and digital media connects students and young people to each other and to a host of formal and informal educators, advancing learning that is "highly social, interest-driven, and oriented toward educational, economic, or civic opportunity."

Why It Matters

By encouraging exploration and interaction with resources, connected learning may re-engage learners with some of the fundamental benefits of libraries.

In order for connected learning to help level the playing field, students must have regular access to new and emerging technologies and the internet.

With a focus on production, connected learning could provide opportunities for libraries to engage communities in the production of new knowledge and resources that could further connect and integrate the community's role in the library.

Connected learning might also serve as a model for faculty, professionals, or even the community.

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TREND

**DATA
EVERYWHERE**

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TREND

**DIGITAL
NATIVES**

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DRONES

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**EMERGING
ADULTHOOD**

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DIGITAL NATIVES

Children and young people born into and raised in a digital world (post 1980) may work, study, and interact in very different ways from “digital immigrants,” those born just a generation before.

Why It Matters

Digital natives are heavy consumers of social networking services, consider speed to be among the most important characteristics of digital products and services, and multitask across devices and between work and entertainment.

Characteristics of digital natives may not apply universally—those who grew up in low-income communities, are immigrants or children of immigrants, or who simply have alternate preferences may not have the same level of digital and technological influence.

Collaboration between digital natives and digital immigrants may be particularly important.

Digital natives might have higher activity in the parts of the brain responsible for short-term memory, the sorting of complex information, and the integration of sensations and thought; other research suggests diminished abilities to develop empathy, interpersonal relations, and nonverbal communication skills.

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TREND

DATA EVERYWHERE

Mobile devices, internet-connected devices, and applications have greatly improved the opportunities to collect, store, and analyze customer data and personal information to develop products and services, improve marketing and communications, or monetize information.

Why It Matters

As data is used to control or shape search results and information access, users may need to be reminded of the full diversity of information available to them.

Organizations that collect data and that are interested in improving products and services could use data for their own purposes or share their data with businesses, governments, or other organizations—posing technical (providing data that can be understood and processed by systems) and ethical (user privacy and intellectual freedom) challenges.

As data sets become valuable information resources, libraries may be called upon to serve as repositories and access points for data sets.

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TREND

EMERGING ADULthood

Emerging adulthood considers the period from the late teens through twenties as a time of distinct psychological and behavioral characteristics that in more affluent countries may result in individuals taking longer to move out of their parents' homes, involve themselves in careers, get married, and have children.

Why It Matters

Publishing trends, including the “New Adult” genre, demonstrate the opportunities for services and products marketed to those in between established young adult and adult categories.

In the same way that adolescence became a recognized developmental stage, leading to distinctions in education, health care, social services, and laws that addressed the specific experiences of teenagers, emerging adulthood may come to be recognized as a distinct developmental stage and warrant similar distinctive accommodations.

Significant changes in home ownership, educational attainment, workforce entry, and even family planning patterns could significantly disrupt communities' composition and the funding sources that communities generate.

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TREND

DRONES

Drones will become a regular part of life, used in research, transportation and delivery, artistic production, news coverage and reporting, law enforcement and surveillance, and entertainment.

Why It Matters

Drones could be used to deliver internet access in underserved areas.

Drones could help improve outreach efforts, delivering resources to the geographically isolated or homebound, providing deposit collections to areas affected by disasters, transporting equipment to individuals borrowers or communities, or even connecting expert researchers via video-equipped drones.

Because drones will provide new opportunities for content creation and research, users may expect drones to be part of the technology resources available from libraries. Additionally, video or survey content produced by drones may become content collected and managed by libraries.

Even as drones open opportunities for creativity, research, and production, they also raise concerns for privacy and safety.

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TREND

FANDOM

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**FAST
CASUAL**

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**FLIPPED
LEARNING**

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GAMIFICATION

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TREND

FAST CASUAL

Fast casual restaurants are positioned between fast food (McDonalds, Burger King) and casual restaurants (Applebees, Chili's), setting themselves apart with counter service, customized menus, freshly-prepared and higher quality foods, upscale and inviting dining spaces, and technology integration.

Why It Matters

Fast casual could raise consumers' interest in both affordability and more social, experiential, and aspirational spaces.

Fast casual will have a profound influence on how users encounter spaces, building expectations for active, flexible, and social furniture and roomsets.

Fast casual's promotion of wireless internet, charging stations, and mobile apps may change consumers' expectations.

Even as these restaurants incorporate traditional third space elements, they provide these features in pursuit of profit.

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TREND

FANDOM

Fandom refers to a community of people who are passionate about something (films, music, television, books, sports). The growing availability of media and social networks have provided individuals more opportunities to discover content and then more easily find groups of like-minded people with whom they can share and exchange proof of their fandom.

Why It Matters

As cultural institutions that preserve and provide access to media, fandoms may be obvious partners in promoting literacy, engagement with culture, and creation.

Fandom increasingly assumes active creation—writing, recording, remixing, role-playing—rather than just passive consumption.

Because fandom encourages and furthers a “remix” culture, it may be an interesting space for information professionals to observe copyright law, derivative and transformative works, and fair use.

As a tool for constructing community and identity, fandoms may help further libraries' goals to be centers of community and engagement. Fandoms may also help libraries bring together diverse individuals around shared culture.

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TREND

GAMIFICATION

Gamification (the application of game elements and design techniques to non-game settings) and game-based learning (game playing that has defined learning outcomes) are seeing greater adoption and recognition in educational and professional settings.

Why It Matters

Gaming offers an important opportunity to develop emerging and traditional forms of literacy. With minimal instructions, players are motivated to seek out information about how games work—communicating with experts, watching or creating tutorials, or reviewing how-to texts.

Libraries can capitalize on the benefits of co-play, helping to improve players' social skills by encouraging play together, in small groups, or large classes.

The skills that games help develop—digital literacy and understanding how systems (computer and otherwise) work, for example—will become increasingly important in a work environment where jobs and responsibilities are regularly changing.

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TREND

FLIPPED LEARNING

Flipped learning—or flipped classrooms, backward classrooms, inverted classrooms, or reverse teaching—utilizes a model where students review content online via video lectures and assignments are completed during class meeting times with students and teachers working through and solving questions together.

Why It Matters

Transitioning to a flipped learning approach may require a significant amount of work for educators, including recording, uploading, and managing lectures. These might all be services that librarians and information professionals might be consulted on or proactively seek to support.

Library instruction, whether integrated into a course or presented as stand-alone sessions, may seek to adopt flipped learning models.

Continued access to and management of many of the learning elements involved in the flipped learning environment may fall to library and information professionals.

Students and other learners, seeking environments where they can view recorded lectures without distraction, may seek out spaces in the library for focus and serious study.

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**HAPTIC
TECHNOLOGY**

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**INCOME
INEQUALITY**

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**INTERNET
OF THINGS**

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**MAKER
MOVEMENT**

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TREND

INCOME INEQUALITY

Income inequality refers to the extent to which income is distributed in an uneven manner among a population. In the United States, income inequality has been growing markedly for the past 30 years.

Why It Matters

In an economy where income potential is dependent on educational achievement, programs that combat the “achievement gap”—pre-school, tutors, summer camps, after-school activities—will be recognized as opportunities to also address income inequality.

Less economically advantaged individuals have lower levels of life satisfaction, high levels of stress and worry (about daily struggles and growing uncertainty), are far less optimistic about the future and the American Dream, and are focused on short-term horizons and have difficulty investing in the future.

High-income and low-income people increasingly live in separate spaces, with city governments, schools, and communities more fragmented and less inclusive than before.

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TREND

MAKER MOVEMENT

Makers take advantage of the availability of new technology and traditional craft tools, improved communication between community members, and new pathways to the marketplace (sharing economies, e-commerce, crowdsourcing).

Why It Matters

Libraries may adopt new functions, providing communities with opportunities to create or co-create content for an individual’s own use, for use by the community, or for inclusion in the library collection.

Local governments may capitalize on the maker movement as an opportunity to revitalize manufacturing, build small businesses, attract investment, or even revive neighborhoods or centers.

Makerspaces may provide libraries with new opportunities to further technological innovation and entrepreneurship in the community.

Schools, colleges, and universities may adopt maker practices that provide hands-on learning activities for students.

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TREND

HAPTIC TECHNOLOGY

Haptic technology, haptic feedback, or haptics, is technology that incorporates tactile experience or feedback as part of its user interface, creating a sense of touch through vibrations, motion, or other forces.

Why It Matters

The integration of haptics into media may add a new descriptive feature into information objects, requiring libraries to rethink their systems for describing, classifying, or even retrieving resources.

Haptic technology may play an important role in learning—tactile interaction improving the acquisition of information or revolutionizing online or distance education.

As libraries work to make text-based or image resources available to a wider audience, including those with visual or audio disabilities, haptic technologies could become a significant part of accessibility.

Haptic technologies could become an important part of wearable technologies, which patrons would presumably wear with them into the library and could integrate into search, navigation of the library space and stacks, or even reading time.

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TREND

INTERNET OF THINGS

Smaller computing and radio devices, often unseen or built into objects, will sense and transmit data offering greater control of and connectivity between objects.

Why It Matters

As connected objects proliferate, consumers may have technical questions about their use or will require new skills to implement and manage the devices.

As with other technological trends, there is a potential divide between the haves and the have-nots.

Implications for privacy abound and while many may evaluate the trade-off for improved quality of life worth the relinquishing of privacy, others may not.

The data generated by these objects has tremendous value—for companies and marketers, but also for researchers and governments.

The growing number of devices that make up the internet of things will necessitate a move toward API-centric (application programming interfaces) development, allowing developers and engineers to build pieces on top of existing layers within larger ecosystems.

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**PRIVACY
SHIFTING**

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RESILIENCE

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ROBOTS

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**SHARING
ECONOMY**

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TREND

RESILIENCE

Resilience or resiliency incorporates preparations for and rapid recovery from physical, social, and economic disruptions, including environmental disasters, terrorist attacks, or economic collapse.

Why It Matters

As city, state, and the federal governments adopt resiliency as a strategy for addressing potential disasters, libraries may promote their facilities, services, and programs as part of a resilient community strategy.

Resilience requires community involvement—encouraging individuals to make decisions that help prepare for and prevent the impact of disasters, providing resources and information to help them make informed decisions, and offerings programs and services that allow individuals to respond to issues as they arise.

Resilience may also align with library values of equity and access. Truly resilient communities would embrace distributed, renewable energy, support diversified local agriculture, and foster social equity and inclusion—avoiding situations where the greatest impacts are felt by the most vulnerable members of the community.

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TREND

PRIVACY SHIFTING

The way that society and individuals value privacy will change, especially as technologies acquire more and more personal information; become smaller, cheaper, and more available; or monitor users and connect to the internet.

Why It Matters

The less technologically skilled—but also the technologically obsessed—may need to be made aware of the privacy concerns raised by new technologies and may need help in managing their privacy while benefiting from technology's use.

Younger generations may lead a change in society's value for privacy or they may grow into current values for privacy—especially as they enter higher education and professional careers.

A middle ground may be sought where information sharing is promoted, but with a goal of developing robust online identities, developing community, and advancing personal goals.

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TREND

SHARING ECONOMY

A sharing economy (also referred to as collaborative consumption or peer-to-peer collaboration or rental), often utilizing social technologies, allows users to share resources, goods, services, and even skills.

Why It Matters

As the sharing economy advances and moves in new directions—electronic devices, transportation, tools, education, equipment—the roles that libraries play as sharers may need to change and adapt.

Appreciation and interest in the sharing economy may be generational, with younger generations more willing than older generations to use new platforms for renting or sharing products and services.

Cities and governments will likely see opportunities in the sharing economy to help improve the experiences of citizens (e.g. bike share programs).

The sharing economy will increasingly depend on the trust established between and among participants, trust based on data, reviews, and profiles created on web sites and online communities.

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TREND

ROBOTS

Robots will move from industrial and factory settings to more everyday work, educational, research, and living spaces. These collaborative robots will increasingly perform repetitive tasks and work alongside humans.

Why It Matters

Libraries may introduce robots and robotics into their community technology offerings.

Even as advocates promote the view that robots will improve humans' experiences in the workplace, there is still concern that robots will be used to displace human workers, requiring potentially displaced workers to develop new skills.

The introduction of robots will bring with it significant policy implications, including security, privacy, liability, and intellectual property issues.

As populations age, a shortage of working-age people may necessitate robots in order to provide services and products to a growing population.

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**SHORT
READING**

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UNPLUGGED

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URBANIZATION

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TREND

**VIRTUAL
REALITY**

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TREND

UNPLUGGED

In a world where information and technology are everywhere and ever-present, opportunities to unplug may become more essential, benefiting both professional and personal experiences.

Why It Matters

Libraries may capitalize on users' perceptions of libraries as quiet spaces, marketing at least some space in their buildings as places to unplug, concentrate, and focus.

Programming and services that encourage quiet reflection or that limit the use of technology may become novel and popular as they contrast with the everyday connectivity that people normally encounter.

The constant connectedness of society may change the ways that future generations concentrate and collect, synthesize, and analyze information.

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TREND

SHORT READING

Formats that take advantage of short opportunities to read help encourage reading among those that are pressed for time, reluctant to read, or distracted by technology.

Why It Matters

With a persistent public brands of "books" and a deep value for literacy, short reading's growing popularity could lead users to expect short reading innovations at libraries. Apps that serialize longer narratives or reformat narratives into text messages could provide indications for readers' changing preferences for content.

Short reading may test notions of quality reading. While text message-formatted reading might keep readers reading, the quality of comprehension, learning, or even enjoyment may not be considered.

The popularity of audiobooks and podcasts for commuters has led to some innovations that time reading material to fit into commutes or other specific activities, making sure that perceived down time can still be reading time.

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TREND

VIRTUAL REALITY

Virtual Reality—computer-generated simulation of images or whole environments that can be experienced using special equipment—is progressing in several ways, including traditional virtual reality that creates environments where people can be "present" in alternative environments; augmented reality that overlays virtual objects and information into the users field of view; and spherical or 360-degree video that captures entire scenes in which the viewer can look up, down, and around.

Why It Matters

Major newspapers and magazines are investing in virtual reality as a tool for informational storytelling.

Virtual reality is making in-roads in education, as a tool to enhance traditional classroom curriculum and instruction.

The creation of VR experiences is becoming more accessible, with 360-degree cameras available and an increasing number of mobile devices equipped with 360-degree recording options.

Virtual reality will continue to be a tool for entertainment, with immersive arts and sports experiences available to users.

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TREND

URBANIZATION

More and more people will migrate to urban areas, resulting in both the growth of existing urban areas and the urbanization of suburban areas or the greater integration of suburban areas into larger metro areas.

Why It Matters

The growth of cities may provide more opportunities for employment and pathways to higher personal success, further concentrating wealth and increasing disparities.

Suburban and "edge cities" may move to become more urban in nature, investing in vertical development, mass transit, or more urban amenities like downtowns or planned outdoor spaces. Small- and mid-sized cities and towns may align assets like universities, cultural institutions, and entrepreneurs to spur economic growth and stability.

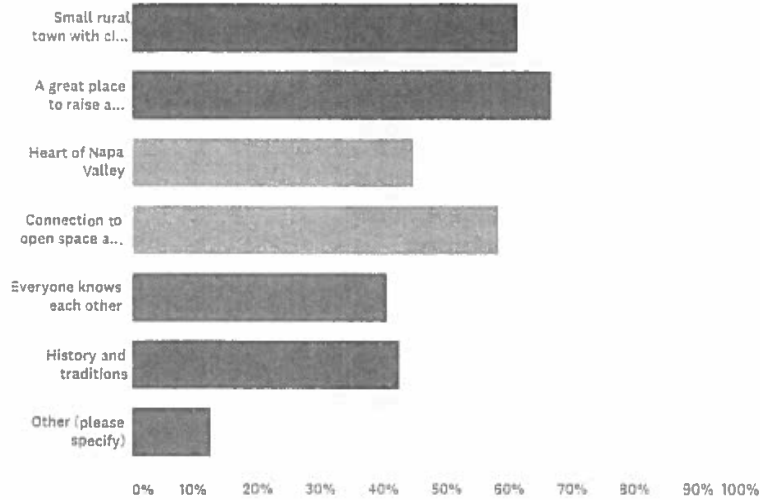
High density development could result in changes to family composition, as most major metropolitan areas in the developed world have fertility rates lower than those in outer areas.

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St. Helena Civic Engagement Survey - English

Q1 How would you describe the cultural and social essence of St. Helena that must be preserved? Check all that apply. (You will have an opportunity to rank your choices next.)

Answered 472 Skipped 3

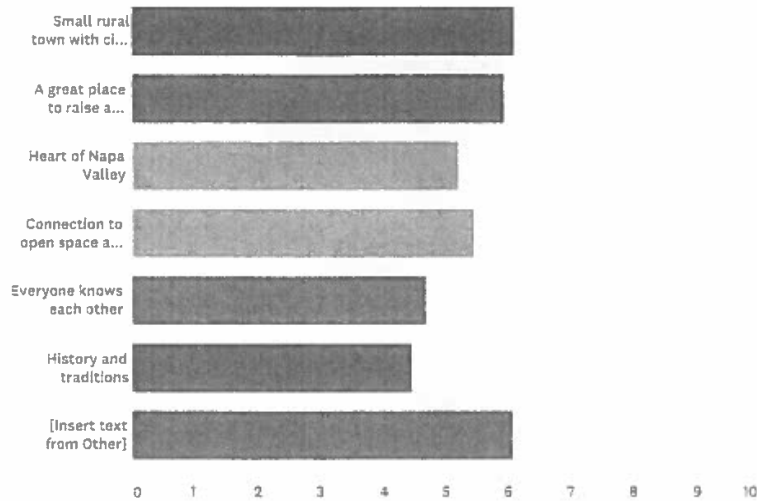


ANSWER CHOICES	RESPONSES	
Small rural town with city culture	61.65%	291
A great place to raise a family	66.95%	316
Heart of Napa Valley	44.92%	212
Connection to open space and natural setting	58.47%	276
Everyone knows each other	40.89%	193
History and traditions	42.58%	201
Other (please specify)	12.71%	60
Total Respondents 472		

St. Helena Civic Engagement Survey - English

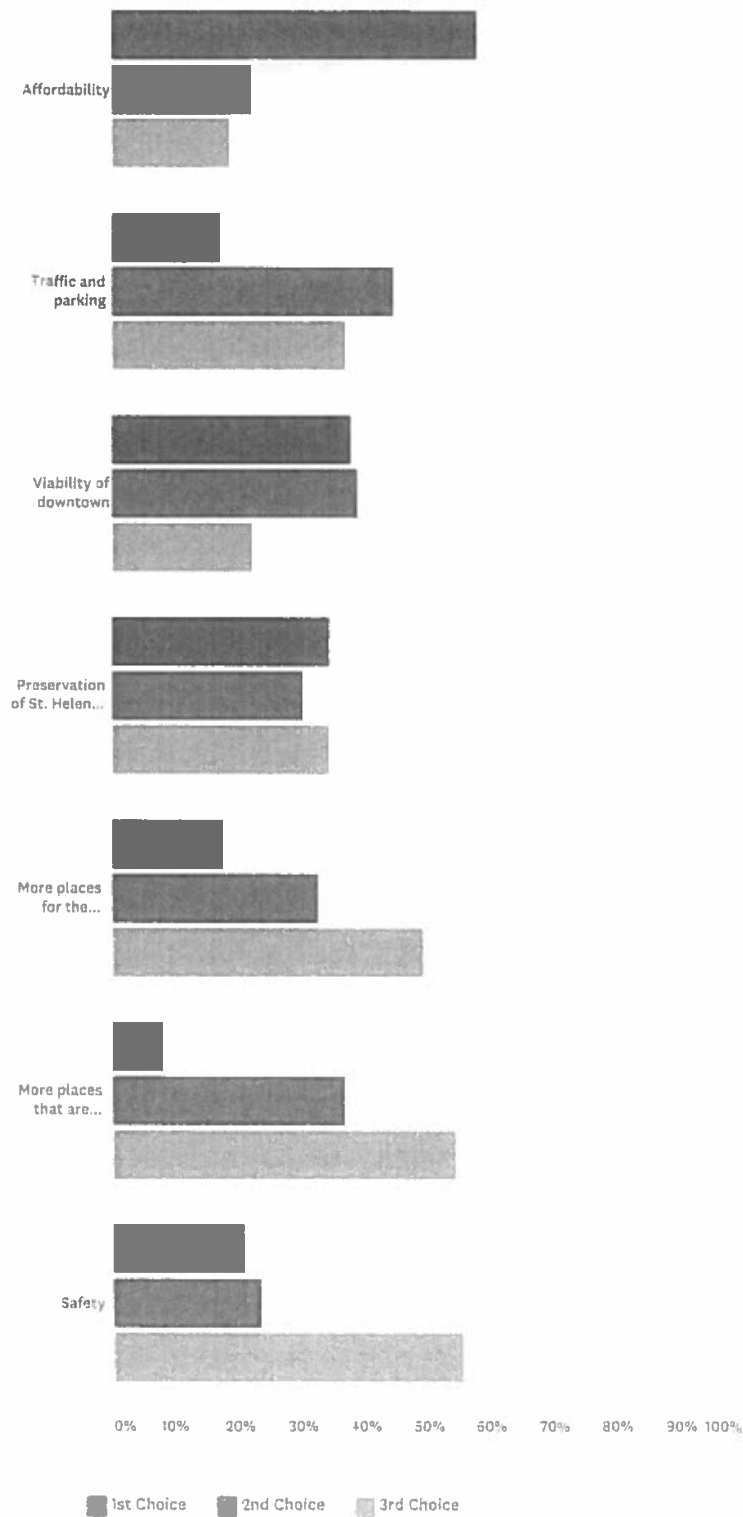
Q2 Based on your previous answers, please rank in order of importance - 1 being the most important to you. (drag and rank option is available)

Answered: 426 Skipped: 49



	1	2	3	4	5	6	7	TOTAL	SCORE
Small rural town with city culture	48.69% 130	28.09% 75	14.23% 38	5.99% 16	1.87% 5	1.12% 3	0.00% 0	267	6.12
A great place to raise a family	41.92% 122	30.24% 88	16.49% 48	7.90% 23	1.03% 3	2.41% 7	0.00% 0	291	5.97
Heart of Napa Valley	29.47% 56	18.95% 36	20.00% 38	15.79% 30	8.95% 17	5.26% 10	1.58% 3	190	5.22
Connection to open space and natural setting	22.66% 58	32.03% 82	25.78% 66	10.16% 26	8.59% 22	0.78% 2	0.00% 0	256	5.48
Everyone knows each other	8.43% 15	20.79% 37	29.78% 53	20.22% 36	15.17% 27	5.62% 10	0.00% 0	178	4.70
History and traditions	7.89% 15	18.42% 35	23.68% 45	25.79% 49	13.68% 26	9.47% 18	1.05% 2	190	4.48
[Insert text from Other]	51.85% 28	22.22% 12	14.81% 8	7.41% 4	1.85% 1	1.85% 1	0.00% 0	54	6.09

St. Helena Civic Engagement Survey - English



	1ST CHOICE	2ND CHOICE	3RD CHOICE	TOTAL	WEIGHTED AVERAGE
Affordability	58.64% 173	22.37% 66	18.98% 56	295	1.60

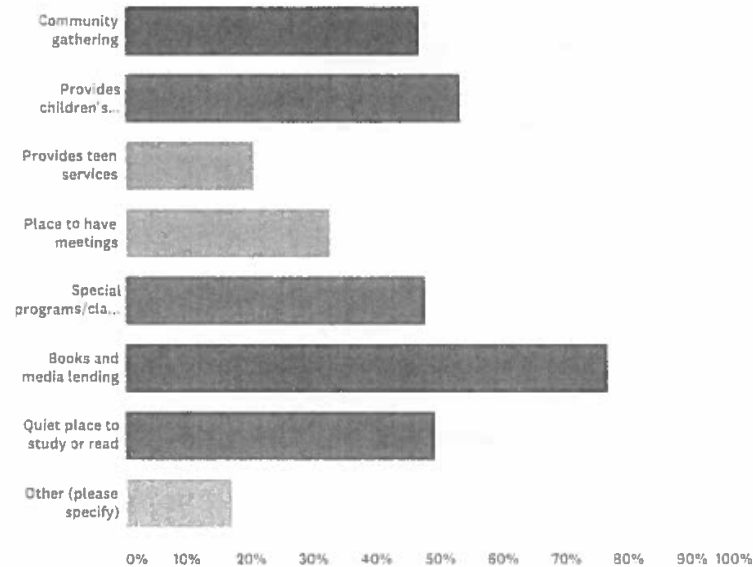
St. Helena Civic Engagement Survey - English

Traffic and parking	17.35% 38	45.21% 99	37.44% 82	219	2.20
Viability of downtown	38.23% 112	39.25% 115	22.53% 66	293	1.84
Preservation of St. Helena's small town character	34.68% 86	30.65% 76	34.68% 86	248	2.00
More places for the community to gather	17.70% 20	32.74% 37	49.56% 56	113	2.32
More places that are family-friendly	8.25% 8	37.11% 36	54.64% 53	97	2.46
Safety	20.83% 15	23.61% 17	55.56% 40	72	2.35

St. Helena Civic Engagement Survey - English

Q5 What roles and services does the St. Helena Public Library provide in your life today? Check all that apply.

Answered: 435 Skipped: 40

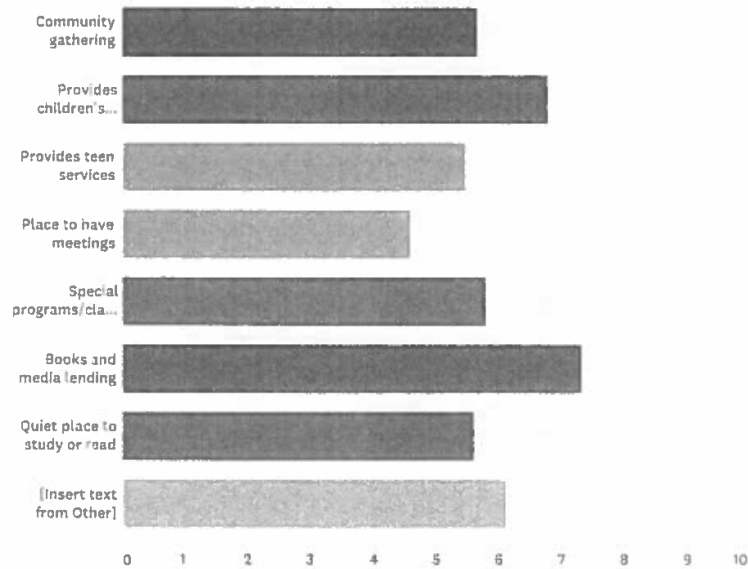


ANSWER CHOICES	RESPONSES	
Community gathering	47.13%	205
Provides children's services	53.56%	233
Provides teen services	20.69%	90
Place to have meetings	32.87%	143
Special programs/classes	47.82%	208
Books and media lending	77.01%	335
Quiet place to study or read	49.43%	215
Other (please specify)	17.24%	75
Total Respondents: 435		

St. Helena Civic Engagement Survey - English

Q6 Based on your previous answer/s, please rank in order of importance to you - 1 being most important.

Answered: 382 Skipped: 91

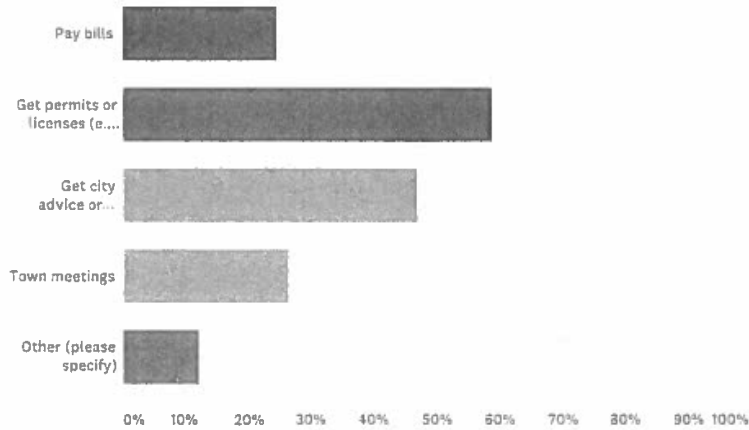


	1	2	3	4	5	6	7	8	TOTAL	SCORE
Community gathering	16.32% 31	17.89% 34	23.68% 45	16.32% 31	14.74% 28	10.00% 19	0.53% 1	0.53% 1	190	5.70
Provides children's services	30.56% 66	38.89% 84	19.44% 42	6.94% 15	2.31% 5	1.39% 3	0.46% 1	0.00% 0	216	6.82
Provides teen services	2.44% 2	28.05% 23	28.05% 23	18.29% 15	10.98% 9	7.32% 6	3.66% 3	1.22% 1	82	5.50
Place to have meetings	3.73% 5	8.21% 11	19.40% 26	22.39% 30	21.64% 29	11.19% 15	12.69% 17	0.75% 1	134	4.62
Special programs/classes	12.63% 25	25.76% 51	21.72% 43	23.23% 46	8.59% 17	4.55% 9	3.03% 6	0.51% 1	198	5.92
Books and media lending	66.45% 206	16.45% 51	9.88% 30	3.55% 11	2.26% 7	0.32% 1	1.29% 4	0.00% 0	310	7.35
Quiet place to study or read	10.55% 21	31.66% 63	16.58% 33	15.58% 31	10.55% 21	8.54% 17	5.53% 11	1.01% 2	199	5.63
[Insert text from Other]	45.45% 25	14.55% 8	12.73% 7	9.09% 5	0.00% 0	1.82% 1	3.64% 2	12.73% 7	55	6.13

St. Helena Civic Engagement Survey - English

Q7 What roles and services does St. Helena City Hall provide in your life today? Check all that apply.

Answers: 388 Skipped: 8



ANSWER CHOICES

Pay bills

Get permits or licenses (e.g., building, parking, etc.)

Get city advice or information

Town meetings

Other (please specify)

Total Respondents: 388

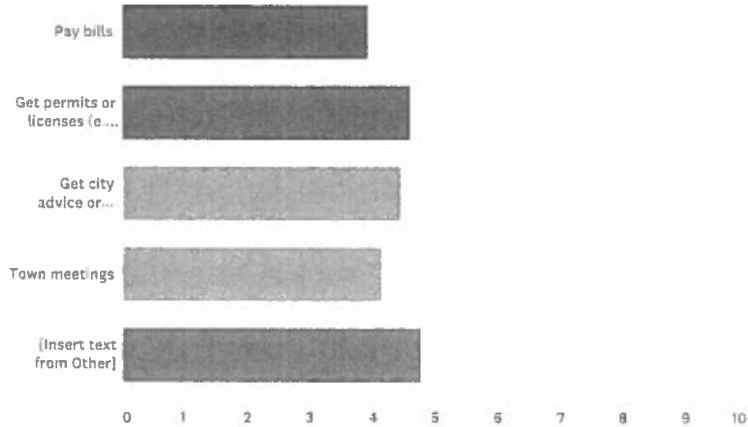
RESPONSES

24.74%	96
59.02%	229
47.16%	183
26.55%	103
12.37%	48

St. Helena Civic Engagement Survey - English

Q8 Based off your previous answer/s, please rank in order of importance
- 1 being most important to you.

Answered: 322 Skipped: 153

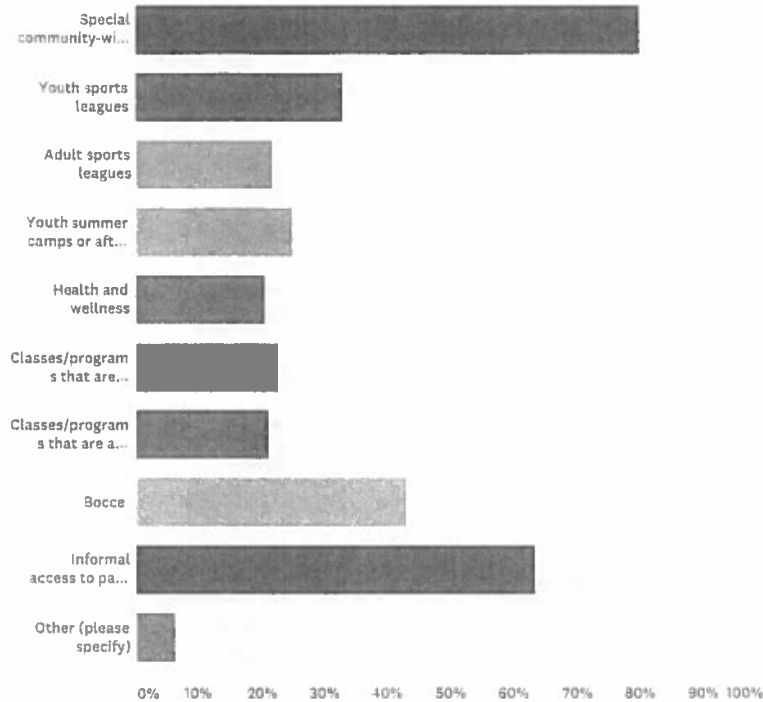


	1	2	3	4	5	TOTAL	SCORE
Pay bills	34.15% 28	34.15% 28	24.39% 20	7.32% 6	0.00% 0	82	3.95
Get permits or licenses (e.g. building, parking, etc.)	70.65% 142	21.89% 44	6.47% 13	1.00% 2	0.00% 0	201	4.62
Get city advice or information	52.20% 83	42.14% 67	5.66% 9	0.00% 0	0.00% 0	159	4.47
Town meetings	46.81% 44	25.53% 24	24.47% 23	3.19% 3	0.00% 0	94	4.16
Insert text from Other	86.21% 25	10.34% 3	0.00% 0	3.45% 1	0.00% 0	29	4.79

St. Helena Civic Engagement Survey - English

Q9 What Park & Recreation services does St. Helena provide in your life today? Check all that apply.

Answered: 434 Skipped: 4*



ANSWER CHOICES

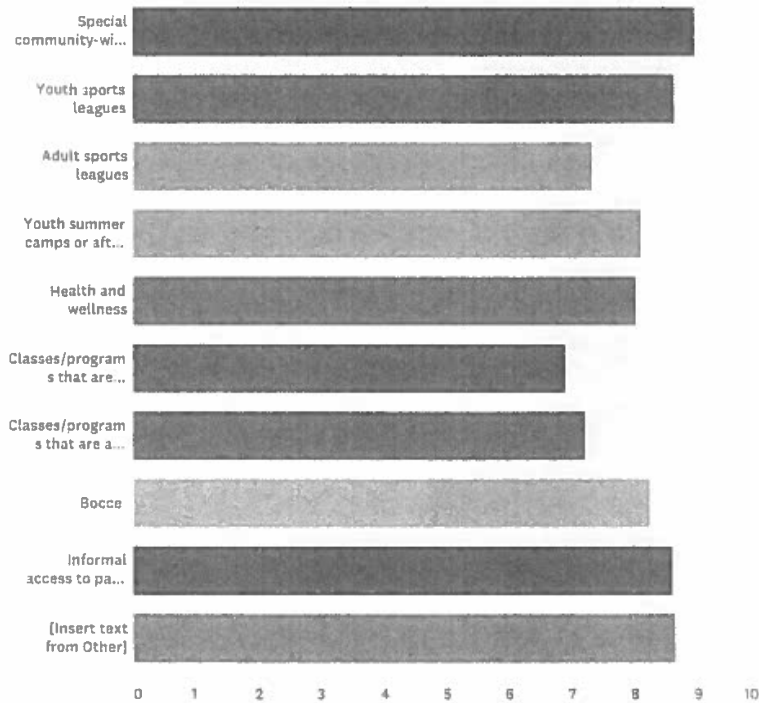
RESPONSES

Special community-wide events (e.g. Harvest Festival, tree lighting, July 4th, etc.)	80.65%	350
Youth sports leagues	33.18%	144
Adult sports leagues	21.89%	95
Youth summer camps or after school care	25.12%	109
Health and wellness	20.74%	90
Classes/programs that are sports and recreation focused	22.81%	99
Classes/programs that are art and culture focused	21.43%	93
Bocce	43.32%	188
Informal access to park and nature areas	63.59%	276
Other (please specify)	6.22%	27
Total Respondents: 434		

St. Helena Civic Engagement Survey - English

Q10 Based off your previous answer/s, please rank in order of importance
- 1 being most important to you.

Answered 397 Skipped 78

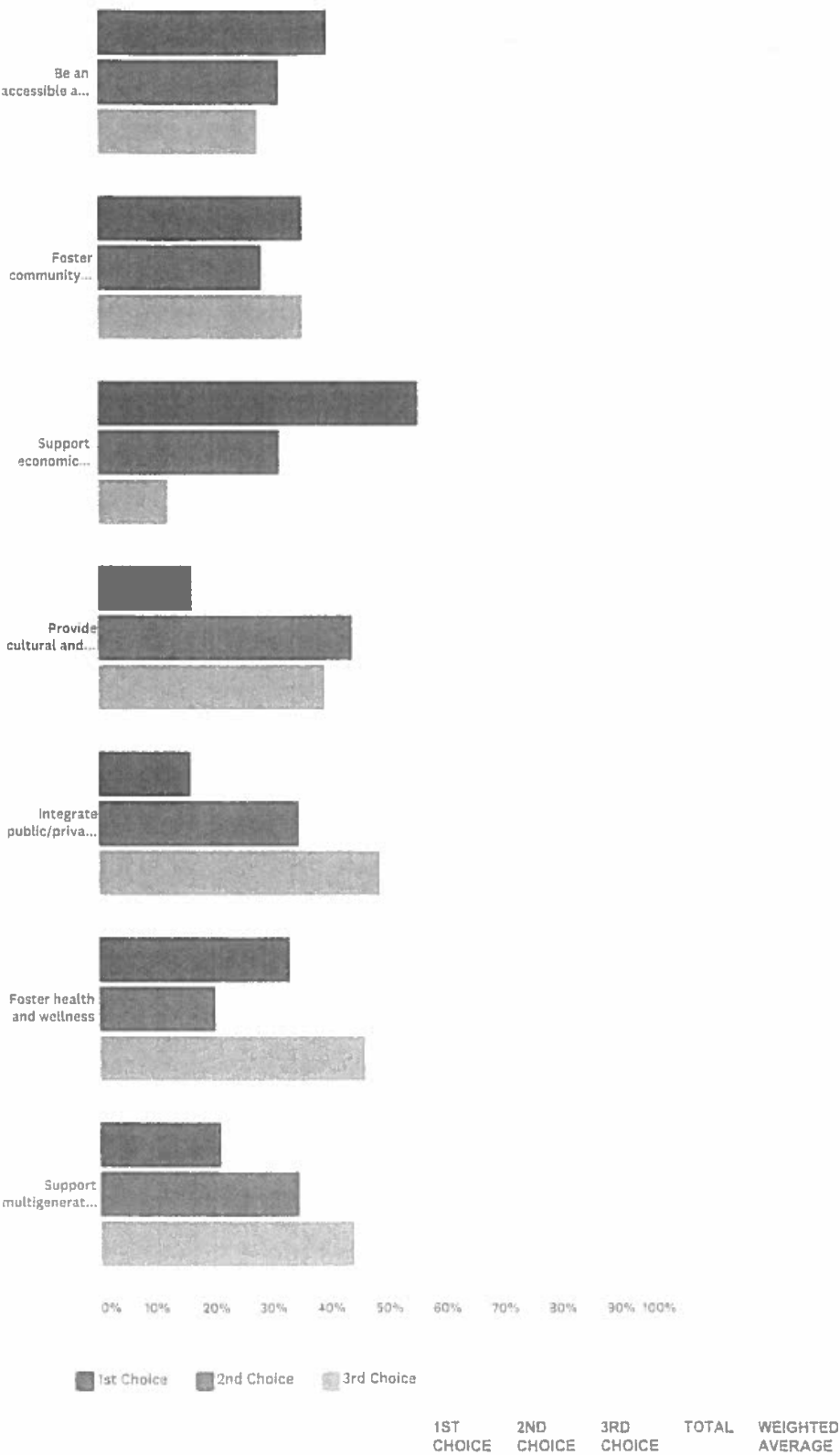


	1	2	3	4	5	6	7	8	9	10	TOTAL	SCORE
Special community-wide events (e.g. Harvest Festival, tree lighting, July 4th, etc.)	43.83% 142	28.40% 92	17.59% 57	5.56% 18	4.01% 13	0.62% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	324	9.01
Youth sports leagues	37.31% 50	23.88% 32	24.63% 33	3.73% 5	8.21% 11	1.49% 2	0.00% 0	0.00% 0	0.75% 1	0.00% 0	134	8.69
Adult sports leagues	6.98% 6	24.42% 21	20.93% 18	22.09% 19	5.81% 5	11.63% 10	6.98% 6	1.16% 1	0.00% 0	0.00% 0	86	7.36
Youth summer camps or after school care	18.37% 18	28.57% 28	20.41% 20	20.41% 20	6.12% 6	6.12% 6	0.00% 0	0.00% 0	0.00% 0	0.00% 0	98	8.14
Health and wellness	18.07% 15	21.69% 18	28.92% 24	16.87% 14	10.84% 9	2.41% 2	0.00% 0	1.20% 1	0.00% 0	0.00% 0	83	8.06
Classes/programs that are sports and recreation focused	2.15% 2	17.20% 16	19.35% 18	24.73% 23	15.05% 14	12.90% 12	7.53% 7	1.08% 1	0.00% 0	0.00% 0	93	6.92
Classes/programs that are art and culture focused	4.65% 4	20.93% 18	25.58% 22	19.77% 17	13.95% 12	6.98% 6	4.65% 4	2.33% 2	1.15% 1	0.00% 0	86	7.24
Bocce	34.91% 59	19.53% 33	16.57% 28	11.33% 20	8.88% 15	2.96% 5	2.96% 5	1.18% 2	1.18% 2	0.00% 0	169	8.26

St. Helena Civic Engagement Survey - English

Informal access to park and nature areas	35.77% 93	28.46% 74	16.54% 43	10.00% 26	5.00% 13	1.54% 4	0.00% 0	1.54% 4	1.15% 3	0.00% 0	260	8.61
[Insert text from Other]	38.10% 8	19.05% 4	23.81% 5	9.52% 2	9.52% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	21	8.67

St. Helena Civic Engagement Survey - English



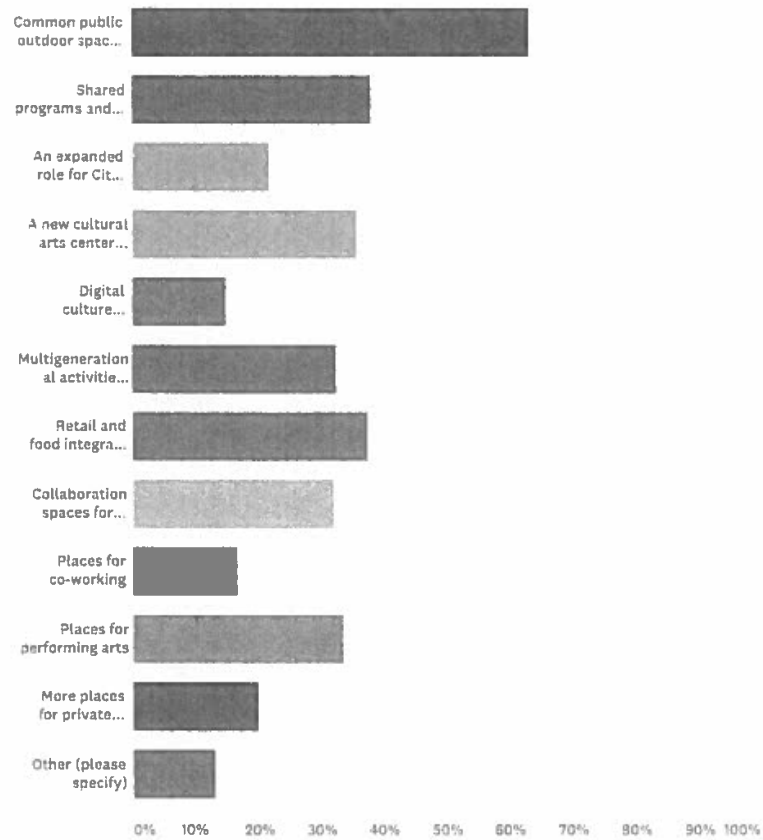
St. Helena Civic Engagement Survey - English

Be an accessible and welcoming community destination for residents and visitors	40.24% 99	31.71% 78	28.05% 69	246	1.88
Foster community interaction and connection	35.67% 61	28.65% 49	35.67% 61	171	2.00
Support economic viability of the town	55.80% 154	31.88% 88	12.32% 34	276	1.57
Provide cultural and recreational opportunities	16.22% 30	44.32% 82	39.46% 73	185	2.23
Integrate public/private partnerships (e.g. arts/historical organizations, community college, culinary institute, school district)	16.11% 29	35.00% 63	48.89% 88	180	2.33
Foster health and wellness	33.33% 18	20.37% 11	46.30% 25	54	2.13
Support multigenerational and ethnic inclusivity	21.19% 25	34.75% 41	44.07% 52	118	2.23

St. Helena Civic Engagement Survey - English

Q13 In addition to the existing programs and services provided, what new roles, synergies, shared services and/or new relationships could the library, city hall and community/recreation services have with each other and beyond?

Answered: 390 Skipped: 35



ANSWER CHOICES	RESPONSES	
Common public outdoor spaces for community gathering and events - a community living room	63.59%	248
Shared programs and spaces for Library and Park & Rec services	38.21%	149
An expanded role for City Hall, including social and cultural services and programs	22.05%	86
A new cultural arts center integrated with the Public Library or City Hall	35.90%	140
Digital culture incorporated across all city institutions	15.13%	59
Multigenerational activities - something for the whole family	32.56%	127
Retail and food integrated with civic places	37.69%	147
Collaboration spaces for groups and organizations to meet	32.31%	126
Places for co-working	16.67%	65
Places for performing arts	33.59%	131
More places for private events and rentals	20.00%	79

St. Helena Civic Engagement Survey - English

Other (please specify)

13.08%

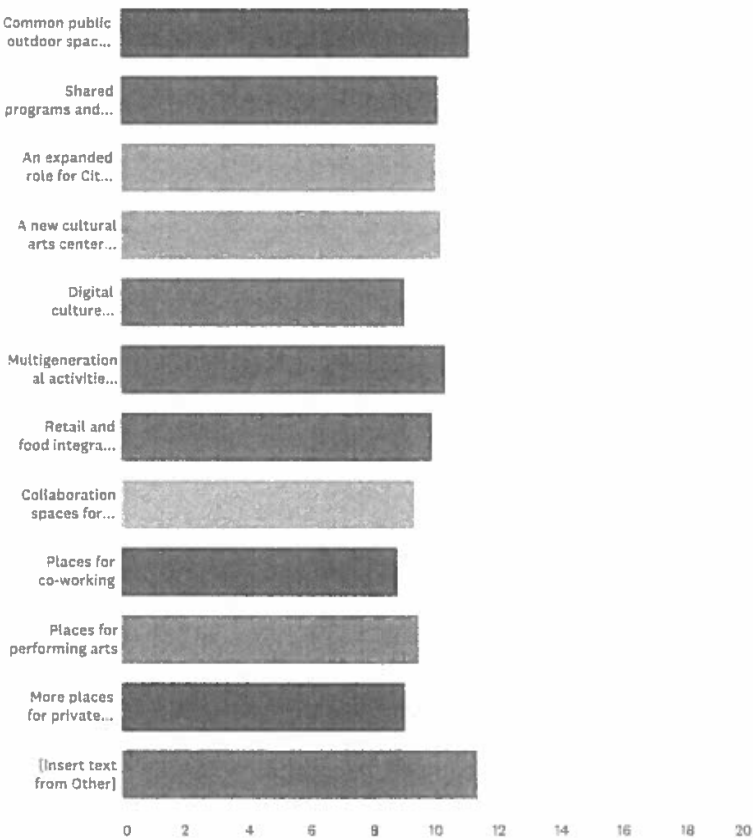
51

Total Respondents: 390

St. Helena Civic Engagement Survey - English

Q14 Based on your previous answers, please rank in order of importance to you - 1 being most important.

Answered: 357 Skipped: 118



	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Common public outdoor spaces for community gathering and events - a community living room	51.93% 121	27.04% 63	12.45% 29	6.01% 14	0.86% 2	1.29% 3	0.43% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	233
Shared programs and spaces for Library and Park & Rec services	18.71% 26	31.65% 44	25.18% 35	8.63% 12	9.35% 13	1.44% 2	2.98% 4	2.16% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	139
An expanded role for City Hall, including social and cultural services and programs	22.78% 18	25.32% 20	24.05% 19	13.92% 11	6.33% 5	0.00% 0	5.06% 4	1.27% 1	1.27% 1	0.00% 0	0.00% 0	0.00% 0	79

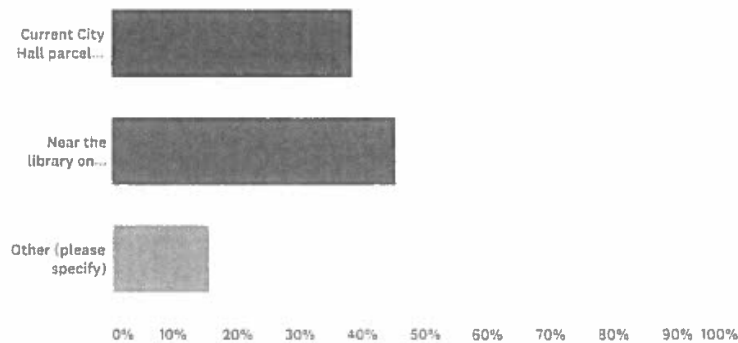
St. Helena Civic Engagement Survey - English

A new cultural arts center integrated with the Public Library or City Hall	24.81% 32	28.68% 37	20.16% 26	17.05% 22	3.10% 4	3.10% 4	0.00% 0	0.78% 1	1.55% 2	0.78% 1	0.00% 0	0.00% 0	129
Digital culture incorporated across all city institutions	16.67% 9	16.67% 9	25.93% 14	12.96% 7	9.26% 5	1.85% 1	3.70% 2	1.85% 1	1.85% 1	3.70% 2	5.56% 3	0.00% 0	54
Multigenerational activities - something for the whole family	24.79% 29	28.21% 33	25.64% 30	12.82% 15	3.42% 4	2.56% 3	0.85% 1	0.85% 1	0.00% 0	0.00% 0	0.35% 1	0.00% 0	117
Retail and food integrated with civic places	28.26% 39	22.46% 31	13.04% 18	14.49% 20	10.37% 15	4.35% 6	2.17% 3	2.17% 3	1.45% 2	0.72% 1	0.00% 0	0.00% 0	138
Collaboration spaces for groups and organizations to meet	9.92% 12	19.01% 23	26.45% 32	17.36% 21	12.40% 15	6.61% 8	4.13% 5	1.65% 2	1.65% 2	0.83% 1	0.00% 0	0.00% 0	121
Places for co-working	12.70% 8	17.46% 11	12.70% 8	12.70% 8	15.87% 10	12.70% 8	7.94% 5	4.76% 3	1.59% 1	1.59% 1	0.00% 0	0.00% 0	63
Places for performing arts	15.97% 19	18.49% 22	25.21% 30	10.92% 13	11.76% 14	11.76% 14	1.68% 2	1.68% 2	1.68% 2	0.84% 1	0.00% 0	0.00% 0	119
More places for private events and rentals	12.33% 9	16.44% 12	20.55% 15	21.92% 16	8.22% 6	5.48% 4	6.85% 5	0.00% 0	4.11% 3	2.74% 2	1.37% 1	0.00% 0	73
[Insert text from Other]	81.40% 35	9.30% 4	2.33% 1	0.00% 0	2.33% 1	0.00% 0	0.00% 0	2.33% 1	0.00% 0	0.00% 0	0.00% 0	2.33% 1	43

St. Helena Civic Engagement Survey - English

Q15 Where would you locate an improved St. Helena Civic Center to best serve its citizens and create a stronger sense of community?

Answered: 396 Skipped: 79

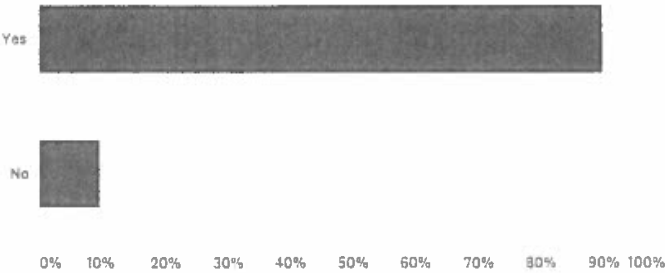


ANSWER CHOICES	RESPONSES	
Current City Hall parcel adjacent to Lyman Park	38 64%	153
Near the library on Library Lane	45 71%	181
Other (please specify)	15 66%	62
TOTAL		396

St. Helena Civic Engagement Survey - English

Q17 Are you a resident of St. Helena? (optional)

Answered: 363 Skipped: 112



ANSWER CHOICES	RESPONSES	
Yes	90.08%	327
No	9.92%	36
TOTAL		363

Solano Partner Libraries & St. Helena

Circulation By Media

Report Printed:3/3/2020

2/1/2020 to 2/29/2020

St. Helena Public Library

	<u>CHARGES</u>	<u>RETURNS</u>	<u>RENEWALS</u>	<u>ON-SHELF RETURNS</u>
Adult Book on CD	419	605	86	136
Adult Book on Tape	7	8	0	1
Adult CD Non-English Language	0	2	0	0
Adult Compact Disc	223	346	12	152
Adult Digital Audio Book	1	2	0	0
Adult Fiction	1,199	1,729	142	479
Adult Non Fiction	982	1,595	177	463
Adult Paperback Book	5	5	0	0
Adult Periodical	84	84	8	47
Blu-Ray - Feature Film	4	8	0	0
DVD - Educational	235	344	51	61
DVD - Feature Film	2,101	2,718	150	663
DVD - Foreign Language	35	57	0	3
DVD - Juvenile Educational	7	12	2	1
DVD - Juvenile Feature Film	393	490	66	204
Easy Reader	277	359	36	76
Juvenile Audio Cassette	1	0	0	0
Juvenile Book on CD	63	75	27	35
Juvenile CD Non-English	0	1	0	0
Juvenile Compact Disc	47	64	6	13
Juvenile Fiction	793	1,046	188	321
Juvenile Non-Fiction	699	803	95	312
Juvenile Paperback Book	94	103	28	40
Juvenile Periodical	0	1	0	0
Juvenile Spanish	119	95	17	52
Link+ Book	29	37	0	6
Link+ Media	15	14	0	0
Link+ Media - 1 week	3	5	0	0
Miscellaneous	0	1	0	0
Mixed Media Kit	1	1	0	0
Non-Circulating	1	2	0	8
Picture Books (EASY)	927	1,297	154	499
Video - Juvenile Feature Film	0	1	0	0
Young Adult Book on CD	8	14	7	7
Young Adult CD	1	1	0	2
Young Adult Fiction	122	206	36	91
Young Adult Non-Fiction	11	24	1	2
Young Adult Paperback book	17	34	0	21
TOTAL:				
St. Helena Public Library	8,923	12,189	1,289	3,695
GRAND TOTAL:	8,923	12,189	1,289	3,695

ST. HELENA PUBLIC LIBRARY E-MATERIAL STATISTICS				February 2020	FY 19/20
DIGITAL CIRCULATION					
E-BOOKS					
	THIS YEAR	LAST YEAR			
Hoopla	41	55			
Overdrive	381	319			
TOTAL	422	374			
AUDIOBOOKS					
Hoopla	161	100			
Overdrive	446	307			
TOTAL	607	407			
MOVIES & TELEVISION					
Hoopla	80	61			
Kanopy	166	124			
TOTAL	246	185			
MUSIC					
Hoopla	14	2			
TOTAL	14	2			
PERIODICALS					
RB Digital	112	106			
TOTAL	112	106			
TOTAL DIGITAL CIRCULATION	1,401	1,074			
SPANISH MATERIALS CIRCULATION					
Year	Charges	Renewals	On Shelf	TOTAL	
2020	176	29	83	288	
2019	207	48	102	357	
PROVIDER				TOTAL	
Hoopla				296	
Kanopy				166	
Overdrive				827	
RB Digital				112	
				1401	

Solano Partner Libraries & St. Helena

Circulation By Media

Report Printed:3/3/2020

2/1/2019 to 2/28/2019

St. Helena Public Library

	<u>CHARGES</u>	<u>RETURNS</u>	<u>RENEWALS</u>	<u>ON-SHELF RETURNS</u>
Adult Book on CD	442	634	93	152
Adult Book on Tape	7	8	2	4
Adult Compact Disc	167	316	66	123
Adult Digital Audio Book	1	3	0	0
Adult Fiction	1,347	1,928	100	471
Adult Non Fiction	1,019	1,765	155	421
Adult Paperback Book	2	2	0	0
Adult Periodical	78	63	11	42
Blu-Ray - Feature Film	5	16	0	0
Blu-Ray - Juvenile Feature	1	2	0	0
DVD - Educational	305	418	36	78
DVD - Feature Film	2,692	3,443	188	669
DVD - Foreign Language	29	50	0	0
DVD - Juvenile Educational	12	15	5	12
DVD - Juvenile Feature Film	598	758	77	292
DVD - Juvenile Spanish Lang.	0	1	0	0
Easy Reader	567	594	61	104
Juvenile Audio Cassette	1	1	0	0
Juvenile Book on CD	80	99	17	25
Juvenile CD Non-English	1	2	0	0
Juvenile Compact Disc	24	43	9	15
Juvenile Digital Audio Book	2	2	0	0
Juvenile Fiction	802	908	133	240
Juvenile Non-Fiction	553	777	91	236
Juvenile Paperback Book	87	98	18	18
Juvenile Spanish	120	117	28	62
Link+ Book	34	41	0	6
Link+ Media	8	14	0	2
Link+ Media - 1 week	8	9	0	3
Miscellaneous	4	3	0	0
Non-Circulating	0	0	0	1
Picture Books (EASY)	1,024	1,235	105	309
Video - Feature Film	1	2	0	0
Young Adult Book on CD	1	7	0	5
Young Adult CD	0	2	0	1
Young Adult Fiction	68	168	17	68
Young Adult Non-Fiction	10	26	1	3
Young Adult Paperback book	17	40	6	20
TOTAL:				
St. Helena Public Library	10,117	13,610	1,219	3,382
GRAND TOTAL:				
	10,117	13,610	1,219	3,382

February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 32/324 CK
2 33/333 Groundhog Day	3 34/332 Constitution Day (Mexico) 624 LA	4 35/331 852 LA	5 36/330 788 LA	6 37/329 734 LA	7 38/328 478 LA	8 39/327 375 CK
9 40/326 Full Moon	10 41/325 643 LA	11 42/324 728 LA	12 43/323 4031 LA	13 44/322 796 LA	14 45/321 Valentine's Day 510 LA	15 46/320 460 CK
16 47/319	17 48/318 President's Day CL	18 49/317	19 50/316	20 51/315 LA 112 from 4:00 pm - 9	21 52/314	22 53/313 376 CK
23 54/312	24 55/311 Flag Day (Mexico) 599 LA	25 56/310 694 LA	26 57/309 Ash Wednesday 579 LA	27 58/308 816 LA	28 59/307 626 LA	29 60/306 404 CK AFFIDAVIT**

Week 1	324
Week 2	3851
Week 3	3768
Week 4	788 *Front Entrance Closed
Week 5	3718
	<u>12449</u>
Count	6225

Adult Programming - February 2020

Tuesday Programs:

Onsite

Lecture: WWII: The Interwar Years	2/4/2020	23
Lecture: WWII: 1939	2/11/2020	26
Lecture: WWII: 1940	2/18/2020	36
Lecture: WWII: 1941	2/25/2020	23
Total:		108

Thursday Programs:

Onsite

Movie: Harriet	2/6/2020	22
Event: Comedy Show - D. Littleton	2/13/2020	23
Music: International Duo - M de Silva	2/20/2020	40
Event: DeYound - Soul of a Nation	2/27/2020	15
Total:		100

Reoccurring Programs:

Tuesday - English/Spanish Conversation Club

2/4/2020	4
2/11/2020	4
2/18/2020	4
2/25/2020	4
Total:	16

Total: 0

Offsite Programs:

Total: 0

Total ONSITE Programs:	# of Attendees	224
	# of Programs	12

Total OFFSITE Programs:	# of Attendees
	# of Programs

TOTAL ADULTS:	# of Attendees	224
	# of Programs	12

Library Visits	2020	6225
	2019	7806

*No door count between 2/17-2/21
Front Entrance Closed

Volunteer Hours	65.5
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Childrens Programming - February 2020

Storytime:

Monday - Bilingual (PS)		Tuesday (PS)		Wednesday (PS)		Thursday - Spanish 6pm (SA)	
2/3/2020	4	2/4/2020	12	2/5/2020	23	2/6/2020	8
2/10/2020	6	2/11/2020	8	2/12/2020	4	2/13/2020	6
2/17/2020	Holiday	2/18/2020	6	2/19/2020	14	2/20/2020	10
2/24/2020	8	2/25/2020	8	2/26/2020	12	2/27/2020	8
Total: 18		Total: 34		Total: 53		Total: 32	

Movie:

Movies (SA)

Frozen	2/5/2020	0
Playing with Fire	2/12/2020	0
Artic Dogs	2/19/2020	6
Wall-E	2/26/2020	0
Total:		6

Offsite Programs:

Location

RIF: Hunt's Grove	2/6/2020	23
RIF: Boys & Girls Club St Helena	2/27/2020	130
Total:		153

Events:

All Ages

Let's Lego	2/4/2020	12
Let's Lego	2/11/2020	8
Let's Lego	2/18/2020	15
Let's Lego	2/25/2020	17
Total:		52

Total: 0

Class Visits:

Onsite			Offsite		
	# of visits	Attendance		# of visits	Attendance
Preschool (PS)	0	0	Preschool (PS)	12	136
School Age (SA)	3	50	School Age (SA)	12	340
Total: 3 50			Total: 24 476		

Total ONSITE Programs:	# of Attendees	245
	# of Programs	27

Total OFFSITE Programs:	# of Attendees	629
	# of Programs	26

TOTAL CHILDREN'S:	# of Attendees	874
	# of Programs	53

MARCH 2020 NEWSLETTER

ST. HELENA PUBLIC LIBRARY

Programs made possible by Friends & Foundation, St. Helena Public Library

Thursday, March 5, 6:30 pm

Women Spies of World War II



Learn about the little-known story of the women from America who took extraordinary steps to serve their country during WWII as “spies” with many sent into German occupied Europe. Jeane describes how individuals coped with wartime separation and new “careers” not normally open to women of that era. There were 127 American women war correspondents who had to fight against gender discrimination to do their jobs.

Thursday, March 12, 7:00 pm

WEST AFRICAN KORA MUSIC



Sean Gaskell features traditional songs on the Kora, a 21 string harp that he learned how to play throughout the course of multiple visits to its homeland in Gambia, West Africa. Gaskell has studied extensively under the instruction of Malamini Jobarteh and Moriba Kuyateh, both of Brikama, Gambia. He has been featured at a number of music festivals in the US, Gambia, and Senegal.

Thursday, March 19, 7:00 pm

Artist Reception: Terry McIlmoil Henry



Upon retirement in 2016, Terry McIlmoil Henry took the opportunity to take an art course at Napa Valley College. It was the beginning of a journey to fulfill a life long dream to enhance my creative spirit. She had always wanted to learn to paint, but had never taken the time to even try. Through exploring collage, watercolor, oil pastels, acrylic and oil painting in the class she found she most enjoyed watercolor and oil painting. Terry loves the interplay of light and shadows.

Thursday, March 26, 7:00 pm

Frida Kahlo: Appearances Can Be Deceiving



Discover how Kahlo constructed her identity through self-fashioning with Tehuana dress and accessories, focusing on themes of disability and ethnicity, both in her life and in her art. The presentation also reveals how Kahlo used her dress and other creative enterprises as outlets to cover but also to contend with the physical and emotional traumas that shaped her life. Many of these personal items came to light in 2004 after decades of being sealed off in her lifelong home, La Casa Azul (now *Museo Frida Kahlo*) in Mexico City.

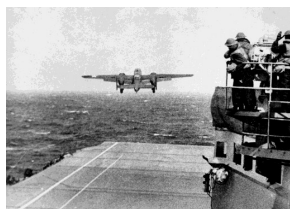
**DON'T MISS JAY GREENE'S WORLD WAR II
LECTURES ON PAGE 2!**



Jay Greene History Lectures

Tuesday, March 3, 5:00 pm

Jay Greene: 1942 The Allies Struggle Against Steep Odds



Still reeling from the attack on Pearl Harbor, the US launched the Doolittle Raid on Tokyo as well as the Battle of the Coral Sea which blunted the Japanese attempt to invade

Australia. On the Russian front, the Germans resumed their advance but then encountered firm Russian resistance at Stalingrad, the turning of the tide on the Eastern front. In this talk, Jay Greene will illustrate these dramatic events.

Tuesday, March 10, 5:00 pm

Jay Greene: 1943 The Turning of the Tide



This year marked the turning of the tide on all fronts, as Allied forces took the offensive in Russia, North Africa, Italy and the Pacific.

Jay Greene will discuss this return to the offensive, which still saw bitter struggles.

Tuesday, March 17, 5:00 pm

Jay Greene: 1944 Triumph & Tragedy



The Russians continued to grind the Nazis down and bitter fighting raged in Italy. Despite this, planning began for Overlord, the invasion of Northern France,

which took place in early June. While US Marines and Army forces were island hopping in the Pacific, Harris was liberated and for a while it seemed the war in Europe was won but then the Battle of the Bulge occurred.

Tuesday, March 24, 5:00 pm

Jay Greene: 1945 End of Most Dreadful War



This year is one of triumph, as Russian and American forces met in central Germany and V-E Day (Victory in Europe) occurred in early May. Japan succumbed only after a relentless struggle on Iwo Jima and Okinawa followed by the dropping of two atomic bombs.

Jay Greene will discuss the dramatic events that brought about the end of the most dreadful war in history.

CHECK US OUT ON SOCIAL MEDIA

Be in the KNOW! Follow us on the sites below!

Facebook: ElsieTheLibraryCat

Facebook: shpls spanish

Twitter: shpl



St. Helena Public Library Spanish Services



Youth Programs



WEEKLY PROGRAMS

**Bilingual Storytime /
Cuentos Bilingües**
Monday / lunes
@ 10:30 am





**Let's LEGO /
Armamos LEGOS**
Every Tuesday /
Cada martes
@ 3:30 pm

**Storytimes /
Cuentos Para Peques**
Tuesdays & Wednesdays
martes y miercoles
@ 10:30 am



**MOVIE MATINEES /
PELICULAS PARA NIÑOS**
Wednesdays / miercoles
@ 3:00 pm

**SPANISH STORYTIME / CUENTOS
PARA PEQUES EN ESPAÑOL**
Thursdays / jueves
@ 6:00 pm



*Kids' Matinees:
Wednesdays, 3:00 pm
Movies will be shown in
the Meeting Room*

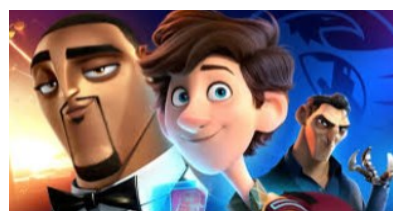




March 4: "Frozen II"
2019; Rated PG; 103 min.



March 11: "Playmobil: The Movie"
2019; Rated PG; 110 min.



March 18: "Spies in Disguise"
2019; Rated PG; 102 min.



March 25: "Maleficent"
2014; Rated PG; 97min.

						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2 10:30am Bilingual Storytime / Cuentos Bilingües	3 10:30am Storytime 3:30pm Let's Lego! 4:30pm English /Spanish Conversation Group 5:00pm Jay Greene: WWII - 1942	4 10:30am Storytime 3pm Kids Movie: <i>Frozen II</i>	5 6:00pm Cuentos, Cantos, y Saltos 6:30pm Women Spies of World War II Presented by Jean Slone 	6	7
8	9 10:30am Bilingual Storytime / Cuentos Bilingües	10 10:30am Storytime 3:30pm Let's Lego! 4:30pm English /Spanish Conversation Group 5:00pm Jay Greene: WWII - 1943	11 10:30am Storytime 3pm Kids Movie: <i>Playmobil: The Movie</i> 5pm Library Board Meeting	12 6:00pm Cuentos, Cantos, y Saltos 7:00pm West African Kora Music 	13	14
15	16 10:30am Bilingual Storytime / Cuentos Bilingües	17 10:30am Storytime 3:30pm Let's Lego! 4:30pm English /Spanish Conversation Group 5:00pm Jay Greene: WWII - 1944 	18 10:30am Storytime 3pm Kids Movie: <i>Spies in Disguise</i>	19 6:00pm Cuentos, Cantos, y Saltos 7:00pm Artist Reception: Terry McIlmoil Henry 	20	21
22	23 10:30am Bilingual Storytime / Cuentos Bilingües	24 10:30am Storytime 3:30pm Let's LEGO 4:30pm English /Spanish Conversation Group 5:00pm Jay Greene: WWII - 1945	25 10:30am Storytime 3pm Kids Movie: <i>Maleficent</i>	26 6:00pm Cuentos, Cantos, y Saltos 7:00pm de Young Museum Presents Frida Kahlo 	27	28
29	30 10:30am Bilingual Storytime / Cuentos Bilingües	31 CLOSED 	THE LIBRARY WILL BE CLOSED ON TUESDAY MARCH 31 IN HONOR OF CESAR CHAVEZ DAY			
Red = YOUTH Blue = ADULT Green = SPANISH Purple = EVERYONE		LIBRARY HOURS Monday & Friday: 10:00am - 6:00pm Tuesday & Wednesday: 10:00am - 7:00pm Thursday: 10:00am - 9:00pm Saturday: 12:00 - 5:00 pm Sunday: CLOSED		ST. HELENA PUBLIC LIBRARY 1492 Library Lane St. Helena, CA 94574 707-963-5244 www.shpl.org		

April 2020 National Poetry Month						
◀ Mar 2020	Sun	Mon	Tue	Wed	Thu	Fri
				1	2	3
					Dauna Currie Author Talk 6:30pm	4
5		6	7 Master Gardeners Great Tomatoes for your Summer Garden 5pm	8	9 ARTISTI RECEPTION ABC	10 Good Friday
12 Easter		13	14	15 Tax Day (Taxes Due)	16 Upstage Napa Valley Spring Show Case ABC	17
19 NATIONAL LIBRARY WEEK	20		21	22 Earth Day	23 RLS POETRY NIGHT ABC	24 Arbor Day
26		27	28 Gopal Shanker with Recolte Energy Presentation 5pm	29	30 Dia de Nino 4:00pm	25

May 2020 ▶

General Ledger Monthly Operating Expense Rpt



User: chris
Printed: 03/06/20 11:55:51
Period 01 - 09
Fiscal Year 2020

Acct Number	Description	Budget	Encumbered	YTD Spent	Available Budget	% of Budget Available
101	General Fund					
46	Library					
101-46-00-20-10	Salary-Regular	476,090.00	0.00	324,236.17	151,853.83	31.90
101-46-00-20-20	TempPart Time	36,933.00	0.00	11,736.51	25,196.49	68.22
101-46-00-20-30	Overtime	0.00	0.00	130.28	-130.28	0.00
101-46-00-20-37	Holiday Pay	1,774.00	0.00	630.67	1,143.33	64.45
101-46-00-20-40	FICAMedicare	39,000.00	0.00	25,463.26	13,536.74	34.71
101-46-00-20-45	Employer PERS	37,983.00	0.00	26,154.45	11,828.55	31.14
101-46-00-20-47	PERS Unfunded Liability	67,016.00	0.00	64,674.07	2,341.93	3.49
101-46-00-20-55	Health Insurance	122,720.00	0.00	76,848.30	45,871.70	37.38
101-46-00-20-61	Workers Comp	24,889.00	0.00	4,399.20	20,489.80	82.32
101-46-00-20-65	SDI	4,477.00	0.00	3,044.54	1,432.46	32.00
101-46-00-20-75	Deferred Comp	7,371.00	0.00	3,229.87	4,141.13	56.18
101-46-00-20-85	Auto Allowance	2,400.00	0.00	1,500.00	900.00	37.50
101-46-00-20-96	Education Reimbursement	500.00	0.00	418.46	81.54	16.31
20	Salaries & Benefits	821,153.00	0.00	542,465.78	278,687.22	33.94
101-46-00-21-10	Communications	11,300.00	7,898.04	3,352.68	49.28	0.44
101-46-00-21-15	Postage	500.00	0.00	0.00	500.00	100.00
101-46-00-21-22	Utilities	45,000.00	0.00	28,426.84	16,573.16	36.83
101-46-00-21-27	Equipment Lease Exp	10,000.00	0.00	6,129.27	3,870.73	38.71
101-46-00-21-45	Other Contract Services	102,550.00	5,150.00	50,641.07	46,758.93	45.60
101-46-00-21-55	Training & Conference	6,500.00	0.00	4,024.99	2,475.01	38.08
21	Services	175,850.00	13,048.04	92,574.85	70,227.11	39.94
101-46-00-22-07	Copies	3,000.00	0.00	1,477.64	1,522.36	50.75
101-46-00-22-12	Computer Equipment	6,500.00	0.00	4,456.81	2,043.19	31.43
101-46-00-22-13	Office Supplies	2,000.00	0.00	1,193.69	806.31	40.32
101-46-00-22-15	Special Department Supplies	1,000.00	0.00	123.47	876.53	87.65
22	Supplies	12,500.00	0.00	7,251.61	5,248.39	41.99
101-46-00-23-35	Software Maintenance	9,100.00	0.00	2,144.00	6,956.00	76.44
23	Maintenance	9,100.00	0.00	2,144.00	6,956.00	76.44
101-46-00-24-25	Taxes & Other Charges	13,000.00	0.00	11,496.38	1,503.62	11.57
24	Taxes, Insurances & Contributi	13,000.00	0.00	11,496.38	1,503.62	11.57
00	Administration	1,031,603.00	13,048.04	655,932.62	362,622.34	35.15

Acct Number	Description	Budget	Encumbered	YTD Spent	Available Budget	% of Budget Available
380	Friends and Foundation					
46	Library					
380-46-00-20-20	TempPart Time	55,654.00	0.00	46,678.66	8,975.34	16.13
380-46-00-20-37	Holiday Pay	2,673.00	0.00	1,660.32	1,012.68	37.89
380-46-00-20-40	FICAMedicare	<u>4,462.00</u>	<u>0.00</u>	<u>3,697.99</u>	<u>764.01</u>	<u>17.12</u>
20	Salaries & Benefits	62,789.00	0.00	52,036.97	10,752.03	17.12
380-46-00-22-16	Library Materials	57,711.00	18,206.19	38,793.81	711.00	1.23
380-46-00-22-40	Programming	14,000.00	0.00	9,842.12	4,157.88	29.70
380-46-00-22-44	Elsie, the Library Cat	<u>500.00</u>	<u>0.00</u>	<u>0.00</u>	<u>500.00</u>	<u>100.00</u>
22	Supplies	72,211.00	18,206.19	48,635.93	5,368.88	7.43
00	Administration	135,000.00	18,206.19	100,672.90	16,120.91	11.94
384	Tweed Trust					
46	Library					
384-46-00-22-15	Special Department Supplies	5,000.00	0.00	824.00	4,176.00	83.52
384-46-00-22-16	Library Materials	<u>45,000.00</u>	<u>0.00</u>	<u>20,982.22</u>	<u>24,017.78</u>	<u>53.37</u>
22	Supplies	50,000.00	0.00	21,806.22	28,193.78	56.39
00	Administration	50,000.00	0.00	21,806.22	28,193.78	56.39
Grand Total		1,216,603.00	31,254.23	778,411.74	406,937.03	0.3345