



Joint Powers Authority Governing Board

Rick DeGolia, Atherton

Charles Stone, Belmont (Vice Chair)

Karen Cunningham, Brisbane

Donna Rutherford, East Palo Alto

Catherine Mahanpour, Foster City

Rick Kowalczyk, Half Moon Bay

Reuben Holober, Millbrae

Mike O'Neill, Pacifica

Maryann Derwin, Portola Valley

Cameron Johnson, San Carlos

Carole Groom, San Mateo County

Anne Kasten, Woodside (Chair)

**San Mateo County Libraries Joint Powers Authority
Governing Board Agenda
May 21, 2018, 8:15 a.m.
Library Administration, 125 Lessingia Court, San Mateo**

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| I. Call To Order | Action |
| II. Public Comments | Information |
| III. Approval of the Amended November 6, 2017 Minutes | Action |
| IV. Approval of the February 5, 2018 Minutes | Action |
| V. The Big Lift Inspiring Summers 2017 Program Evaluation | Action |
| VI. Introduction to the Recommended Budget FY 2018-19 | Information |
| VII. Governing Board Announcements | Information |
| VIII. Adjournment | Action |

2018 Governing Board Meetings: June 11, September 17, November 5
2018 Operations Committee Meetings: June 5, September 11, October 30

If you need special assistance to participate in this meeting, please contact the Library JPA Secretary at (650) 312-8822 at least three working days in advance of the meeting. The Agenda Packet is available online at www.smcl.org.



San Mateo County Libraries Joint Powers Authority
Governing Board Meeting
Amended Minutes of November 6, 2017

Board Members Present:

Anne Kasten, Woodside (Chair)
Charles Stone, Belmont (Vice Chair)
Rick DeGolia, Atherton
Lori Liu, Brisbane
Donna Rutherford, East Palo Alto
Gary Pollard, Foster City
Rick Kowalczyk, Half Moon Bay
Reuben Holober, Millbrae
Maryann Derwin, Portola Valley
Cameron Johnson, San Carlos
Carole Groom, San Mateo County

Staff Present:

Anne-Marie Despain
Nicole Pasini
Carine Risley
Danae Ramirez
Karina Labrenz

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- I. Call to Order. The meeting was called to order at 8:17 a.m.
 - II. Public Comments. Lynne Branlett, Menlo Park Library Commissioner, introduced herself and stated that she wanted to learn about San Mateo County Libraries. She complimented the system on its method of organizing, innovative programs, and friendly and helpful employees.
 - III. Approval of the Sept. 18, 2017 Minutes. Meeting minutes approved without changes (MSP: Stone/Kowalczyk).
 - IV. Approval of Library Policies. Director Despain provided an overview of the report and the three policies staff are recommending for approval. The Operations Committee approved the policies, recommending that the Investment Policy be approved periodically instead of yearly. The Communications Policy is being updated to reflect best practices and make the process of taking photographs at programs easier on staff by eliminating the need for a media release at each event. The outdated Purchasing Policy, last approved in December 2000, is being replaced with a new Procurement Policy which follows County guidelines and will provide more signing flexibility. A discussion ensued.

Vice Chair Stone felt that the Communications Policy was too restrictive on employees and asked for minor changes. Regarding the Procurement Policy, several members expressed concern about the significant increase in signing authority for the Library Director. Member DeGolia asked for transparency on contracts over 50K and notification, like a list, to the Board of contracts signed. Member Liu suggested to get an annual or bi-annual report of the issued contracts. Vice Chair Stone suggested

to attach check registers for all amounts to every agenda; Member Holober pointed out that having a description of each line item would be helpful. Member Pollard observed that receiving a list of signed contracts or check registers is after the fact and seems unnecessary work. Director Despain suggested to provide a link to Open Data as the library is already participating with this on the County's website. Member Kowalczyk stated that transparency on the purchasing selection process was needed. Director Despain explained the current process and offered to include additional information regarding the Library's selection process in future Director's Reports. Member Johnson indicated that the policy includes the requirements the board is requesting.

Motion: Recommend JPA Governing Board approve the Investment Policy and Procurement Policy. The Communications Policy will be updated and brought back for approval. Passed (MSP: Johnson/Pollard).

- V. East Palo Alto Library Needs Assessment. Director Despain provided an overview of the East Palo Alto Library Needs Assessment. Fog Studio was hired to study remodeling and expansion options; their report recommends that in order to meet community needs, the facility would need to increase from 7,680 square feet to a range of 21,000-27,000 square feet. Library staff is exploring a potential partnerships, in particular with the John & Marcia Goldman Foundation which is currently developing a Youth Arts & Music Center on a three acre parcel, of which one acre is unused. The City Council has expressed their support for this opportunity. Member Rutherford talked about the significant need for a new library and that Council will be setting priorities at their upcoming retreat. Member Derwin expressed her support for a new library and suggested that perhaps other communities such as Portola Valley could help; Members Groom and Kowalczyk offered their support and assistance as well.

Motion: Recommend JPA Governing Board accept the East Palo Alto Library Needs Assessment report. Passed (MSP: Stone/Groom).

- VI. 2018 Library JPA Meeting Schedule. Director Despain provided an overview of the 2018 Library JPA Meeting Schedule.

Motion: Recommend JPA Governing Board approve the proposed 2018 Library JPA Meeting Schedule. Passed (MSP: Stone/Pollard).

- VII. Director's Report. Director Despain highlighted some of the items in the Director's Report. The Library received the Top Innovator Library Award from the Urban Libraries Council for the Big Lift Inspiring Summers program. Fine-free Youth Library Cards led to a 28% increase in children's circulation. The same library card program is planned for Seniors to begin in January. The 2018 Holiday and Closure schedule was included, one more day in May will be included once the system's annual Staff Development Day is confirmed.

- VIII. Board Members Announcements. Member Groom praised the Belmont Library for hosting the Women's Hall of Fame presentation which will rotate to other libraries.
- IX. Adjournment. The meeting adjourned at 9:17 a.m.
- X. Convene Closed Session: Public Employee Performance Evaluation Closed Session pursuant to Government Code Section 54957 (Director of Library Services). The meeting convened at 9:19 a.m.
- XI. Reconvene Regular Meeting. The meeting reconvened at 9:34 a.m. No reportable item.
- XII. Adjournment. The meeting adjourned at 9:35 a.m.



San Mateo County Libraries Joint Powers Authority
Governing Board Meeting
Minutes of February 5, 2018

Board Members Present:

Anne Kasten, Woodside (Chair)
Charles Stone, Belmont (Vice Chair)
Rick DeGolia, Atherton
Karen Cunningham, Brisbane
Donna Rutherford, East Palo Alto
Catherine Mahanpour, Foster City
Reuben Holofer, Millbrae
Mike O'Neill, Pacifica
Maryann Derwin, Portola Valley
Cameron Johnson, San Carlos
Carole Groom, San Mateo County

Staff Present:

Anne-Marie Despain
Carine Risley
Danae Ramirez
Karina Labrenz

Guests Present:

Joe Arch, JJACPA, Inc.
John Shupe, Shupe & Finkelstein

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- I. Call to Order. The meeting was called to order at 8:22 a.m. Chair Kasten welcomed new Board Members Cunningham and Mahanpour.
 - II. Public Comments. None.
 - III. Approval of the November 6, 2017, Minutes. Meeting minutes approved without changes. (MSP: Groom/DeGolia). Later in the meeting, Vice Chair Stone stated his comment about the Communication Policy was incorrect. The minutes will be revised and brought back for approval.
 - IV. Financial Audit Report for FY 2016-17. Financial Services Manager Ramirez provided an overview of the report. Auditor Joe Arch, JJACPA, Inc., reviewed the Audit Report and stated that the basic financial statements prepared by the Library are in accordance with generally accepted accounting principles and that adequate internal controls are in place.

Motion: Recommend JPA Governing Board accept the Financial Audit Report for FY 2016-17. Passed (MSP: Rutherford/Stone).

- V. Approval of Communications Policy. Deputy Director Risley provided an overview of the revised Communications Policy report.

Motion: Recommend JPA Governing Board approve the Communications Policy. Passed (MSP: Stone/O'Neill).

- VI. Approval of Amended Library JPA Agreement and Bylaws. Director Despain introduced Library JPA attorney John Shupe and gave an overview of the report and amended JPA Agreement and Bylaws. The Subcommittee made the following recommendations: 1) Effective the fiscal year after the completion of the new Atherton Library (tentatively FY 2021-22), excess library tax funds will be split 50/50, after facility maintenance, equipment and other library expenses have been approved by the Governing Board and deducted; and 2) Use of excess library tax funds or "Donor Funds" and the corresponding provision in the JPA Agreement will be reviewed every 3 years. Members thanked the Subcommittee for their hard work. The approved amended documents are not binding until approved by the JPA members.

Motion: Recommend JPA Governing Board approve the amended San Mateo County Library JPA Agreement and Bylaws. Passed (MSP: Rutherford/Stone).

- VII. Approval of Formation of Library Foundation. Director Despain provided an overview of the report and the recommendation to establish a Library Foundation. A foundation can provide the opportunity to solicit gifts from many sources and receive and administer gifts for the library system's benefit, including gifts that require a 501(c)3 status. A discussion ensued. Member Groom raised the question about possible conflicts between the members of the foundation if Governing Board members will become members of the foundation. Vice Chair Stone suggested to have a clear delineation of responsibilities between Friends and foundation. Mr. Shupe stated that there are no legal issues with moving forward. Director Despain will ask for recommendations for the working board from Governing Board members.

Motion: Recommend JPA Governing Board approve the establishment of a working board to support the creation of a Library Foundation. Passed (MSP: Groom/Cunningham).

- VIII. FY 2017-18 Mid-Year Report. Director Despain provided an overview of the FY 2017-18 Mid-Year Report, and Financial Services Manager Ramirez discussed the financial details. The FY 2017-18 Adopted Budget totals \$51,855,578; expenditures total \$35.4 million and Reserves total \$16.4 million. Vice Chair Stone suggested to keep Reserves at or below 30%; Member Holober asked about spending Reserves. Member DeGolia asked about the new employee performance review cycle. The Library is piloting a new program that eliminated once-a-year performance evaluations to weekly check-ins between each employee and their respective manager.

Motion: Recommend JPA Governing Board accept the report and direct staff to move forward with the development of the FY 2018-19 Budget. Passed (MSP: Stone/Rutherford).

- IX. Director's Report. Director Despain highlighted some of the items in the Director's Report. Staff Development Day will take place on May 3 at the Exploratorium; the public will be provided with early notification of this library closure. The Library provides the public data using the County's Open Data Portal; and is improving the

purchasing process by using a spend management software company. Service hours at the East Palo Alto Library have increased by 5 hours/week. Construction of the Half Moon Bay Library is proceeding; Director Despain will email a weblink to the construction site and information on an upcoming site visit. The Pacifica City Council accepted the preliminary recommendation of the Library Advisory Committee of a two-library operating model in Pacifica: renovating the small Sanchez Branch and building a new large library at the current Sharp Park Library site. Eric Ruchames, Vice Chair of the Library Advisory Committee, thanked Director Despain and Pacifica Library Manager Finklang for their work and support on behalf of the Pacifica Libraries.

- X. Governing Board Announcements. None.
- XI. Adjournment. The meeting adjourned at 9:25 a.m.



To: JPA Governing Board
From: Anne-Marie Despain, Director of Library Services
Nicole Pasini, Deputy Director of Library Services
Date: May 16, 2018
Meeting: May 21, 2018
Re: The Big Lift Inspiring Summers 2017 Program Evaluation

Background

Since 2014, San Mateo County Libraries have provided free, enrolled, multi-week summer learning camp programs for elementary school students. These summer programs expanded as part of The Big Lift in the summer of 2016 and are supported by Measure K funds.

The Big Lift is a collective impact effort led by the County of San Mateo, San Mateo County Office of Education, and Silicon Valley Community Foundation – it focuses on helping 80% of San Mateo County kids read proficiently in third grade by 2020; currently only 55% do, and three-quarters of children of color do not reach that benchmark. The Big Lift operates on a large scale, serving nearly 4,000 county children in seven school districts annually through four pillars – High-Quality Preschool, Summer Learning, Attendance, and Parent Engagement.

Our Summer Learning Camps, now named Big Lift Inspiring Summers, are a partnership between San Mateo County Libraries, the seven school districts, and the national nonprofit BELL (Building Educated Leaders for Life), and currently serve children entering kindergarten through second grade. The school districts lead the morning program, an academic literacy program led by credentialed teachers following the BELL program model, and we lead the afternoon program, with college interns using curricula that incorporate yoga and mindfulness, active engagement, literacy, and STEAM skills. Our curriculum is developed in partnership with the Center for Childhood Creativity at the Bay Area Discovery Museum, and adheres to Next Generation Science Standards and California’s Common Core State Standards, and draws from research in education, psychology, and neuroscience to describe how educators can build children’s creative problem-solving skills through intentional experiences.

In summer 2017, San Mateo County Libraries engaged an external evaluator, Public Profit, of Oakland, to evaluate the quality and effectiveness of our Big Lift Inspiring Summers program. Public Profit works exclusively with organizations that serve children, youth, and families, using research and evaluation methods to improve quality. Public Profit marries the research-based ideal with the practical realities of evaluation in the real world.

Discussion

In partnership with Public Profit, an evaluation was designed to focus on measuring program quality, including staff practices that create a safe and supportive environment for youth to feel able to participate in the active and creative curriculum. This design also prioritized building the capacity of staff to evaluate their own programs in future years, including training senior staff on how to conduct program quality observations alongside the evaluation team.

The evaluation team received data on program quality and effectiveness from surveys completed by parents and staff and aggregated attendance data provided by the San Mateo County Office of Education. The program was evaluated using a national program quality benchmark, the School-Age Program Quality Assessment developed by the David P. Weikart Center for Youth Program Quality.

Findings from multiple sources of data showed that our programs are of high quality. Our program rates near the national average overall, and above the national average in the safe and supportive environment domains. Similarly, parent feedback was overwhelmingly positive. Nearly all parents reported that their child enjoyed the program (99%), felt safe and comfortable (97%), and would recommend Big Lift Inspiring Summers to other families (93%).

Overall the evaluation found that the program is strong, and will benefit from ongoing efforts to maintain and improve the program. Recommendations include:

- Continue to invest in strong staff preparation and strong curricula
- Create more opportunities for ice breakers, for children to make plans, and for reflection
- Train staff on general techniques to adjust the level of challenge in the moment
- Increase staff survey response

This evaluation and recommendations have been used as a tool to achieve improvements for future planning efforts. Despite the loss of federal funding and reduction to the overall program in 2018, San Mateo County Libraries have worked with The Big Lift partners to identify strategies to utilize this data and make continuous quality improvements to our program. This summer, the program will serve 1,200 children in nine locations.

Fiscal Impact

There is no fiscal impact associated with accepting this report.

Recommendation

Recommend Library JPA Governing Board accept The Big Lift Inspiring Summers 2017 Program Evaluation Findings.

Attachments

The Big Lift Inspiring Summers 2017 Program Evaluation Findings

San Mateo County Libraries

The Big Lift Inspiring Summers

SUMMER 2017 EVALUATION FINDINGS

Acknowledgements

We would like to acknowledge the following people for their active contribution to this evaluation and report:

We are grateful to the San Mateo County Libraries for their support.

Anne-Marie Despain, Director of Library Services
Nicole Pasini, Deputy Director of Library Services
Carine Risley, Deputy Director of Library Services
Dolly Goyal, Youth and Family Services Manager
Elena Valle, Community Program Supervisor
Stephanie Saba, Senior Librarian and Site Coach
Marsi O'Malley-Riley, Librarian and Site Coach
Kelly Reinaker, Librarian and Site Coach



We also extend our appreciation to the other Site Coaches and Summer Interns at each of the 11 Big Lift Inspiring Summers Sites, to the team of site visitors from Public Profit and San Mateo County Libraries who conducted many visits in quick succession, and to the San Mateo County Office of Education, particularly Diana Harlick and Yangxue Dong, who provided the data on student attendance.

Public Profit Evaluation Team

Jessica Manta-Meyer, Director
Hannah Pickar, Research Assistant
Sam Adams, Project Assistant
Kourtney Andrada, Site Visitor
Samantha McCary, Site Visitor
Jimena Quiroga Hopkins, Site Visitor
Corey Newhouse, Founder and Principal



Executive Summary

About the program and evaluation

Since 2014, the San Mateo County Libraries have provided free, enrolled, multi-week, curriculum-based summer learning camp programs. These summer programs expanded as part of The Big Lift in the summer of 2016. The Big Lift is a county-wide collective impact effort led by the County of San Mateo, San Mateo County Office of Education, and Silicon Valley Community Foundation, focused on helping 80% of San Mateo County kids read proficiently in 3rd grade by 2020; currently only 55% do. Inspiring Summers is a partnership between the San Mateo County Libraries (“the Libraries”), seven school districts and the national nonprofit BELL (Building Educated Leaders for Life); this program evaluation only looks at the afternoon program lead by the Libraries.

The Libraries’ summer camp programs, now named Big Lift Inspiring Summers, use curricula that incorporate yoga and mindfulness, active engagement, literacy, and STEM skills for children preparing for Kindergarten, 1st Grade, and 2nd Grade. Through these high-quality, active, and engaging activities, the Libraries seek to increase summer learning and reading, and advance literacy and academic performance among summer program participants.

FIGURE 1. SAN MATEO COUNTY LIBRARIES’ BIG LIFT INSPIRING SUMMERS THEORY OF ACTION



For the 2017 Big Lift Inspiring Summers programs, the Libraries partnered with Public Profit to evaluate the quality and effectiveness of the summer programs. Together, the Libraries and Public Profit designed an evaluation that focused on measuring program quality, including staff practices that create a safe and supportive environment for youth to feel able to participate in the active and creative activities. This design also prioritized building the capacity of staff to evaluate their own programs in future years, including training senior staff on how to conduct the program quality observations alongside the evaluation team.

The evaluation team received data on program quality and effectiveness from surveys completed by parents and staff and aggregated attendance data provided by the San Mateo County Office of Education.

For more on the history and scope of the San Mateo County Libraries’ Big Lift Inspiring Summers programs, turn to page 6.

For more on the evaluation design, including the evaluation questions, turn to page 9.

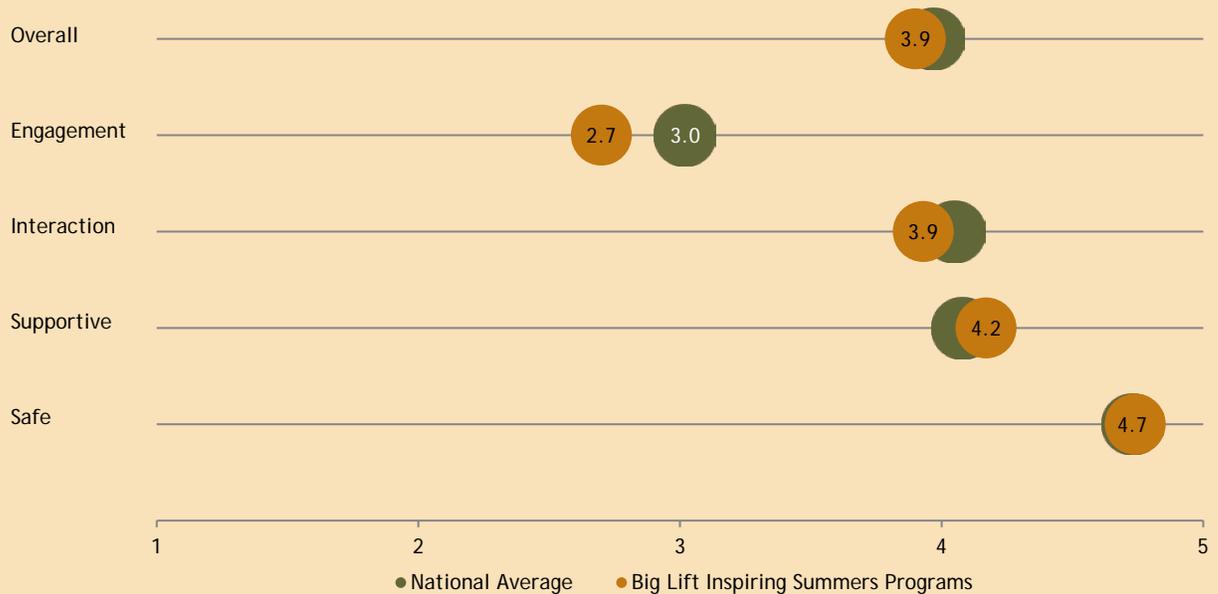
Highlights from the evaluation

A substantial majority of Inspiring Summers participants were Latino/Hispanic students (67%). Just over half of the participants were boys (53%). Similarly, half of all participants came from homes where the primary language was not English (51%).

Regular attendance is critical for youth to receive the benefit of a multi-session program that intends to build routines and skills over time. Evidence from the Inspiring Summers attendance data demonstrates that attendance rates were strong. Three-quarters of students (75%) attended 20 or more days, and the average days attended was 20.1 days. Attendance patterns were consistent between males and females, and between students who speak English or another language at home.

Multiple sources of data also show that the programs were of high quality. During the site visit observations conducted by the evaluation team using an industry-standard program quality measurement tool, the Inspiring Summers programs demonstrated many high-quality practices. Notably, the Inspiring Summers programs rated just above the national average in the *supportive environment* domain, driven by strong staff preparation, enabling sessions to flow smoothly, and opportunities for active engagement. Compared to national averages, the Inspiring Summers programs provided a similarly high level of program *safety*, including both physical and emotional safety. The Inspiring Summers programs also rated well in the *interaction* domain, approaching the national average. The Inspiring Summers programs scored lower in the *engagement* domain, which measures opportunities for students to plan their work, make choices, reflect on their work, and take responsibility for routine tasks.

FIGURE 2. PROGRAMS HAVE SIMILAR QUALITY SCORES AS THE NATIONAL AVERAGE



Source: SAPQA Site Visit scores, summer 2017; national average scores provided by the David P. Weikart Center for Youth Program Quality in August 2016 and represent geographically, programmatically, and organizationally diverse networks.

Staff and parents also reported that the programs were high-quality. Staff said they felt well-prepared to facilitate in the summer, and reported that several program elements, such as field trip Fridays and the daily yoga practice, were successful. In particular, staff reported that they felt they received strong support from their on-site lead staff (Site Coach). This support is critical in helping staff sustain and build high-quality practices. Parents reported that their child did interesting activities and felt comfortable and safe in the program. Nearly all parents (93%) would definitely recommend the Inspiring Summers program to other families.

Parents and staff also noted that children improved key skills over the summer. These positive changes included improved ability to use tools such as scissors and a pencil and being helpful to others. Staff also observed changes in children's attitudes, engagement, and skills, particularly that students were more enthusiastic about coming to school each day, were more engaged in the activities, and were excited to participate in learning.

The Inspiring Summers program is strong, and will benefit from ongoing efforts to maintain and improve the program. Attendance rates and parent communication ratings varied between sites; the Libraries should work with select sites to improve attendance and communication. For the program at large, our data-driven recommendations include:

- Continue to invest in strong staff preparation and strong curricula.
- Create more opportunities for icebreakers, for children to make plans, and for reflection.
- Train staff on general techniques to adjust the level of challenge in the moment.
- Increase staff survey response.

For more details about program attendance, turn to page 12.

For more details about program quality, including the observation tool used, staff training and support, and staff and parent feedback about the program, turn to page 14.

For more details about youth outcomes, turn to page 26.

Finally, for a summary of data-driven recommendations for ways to continue to strengthen the Inspiring Summers programs, turn to page 28.

About San Mateo County Libraries' Big Lift Inspiring Summers Program

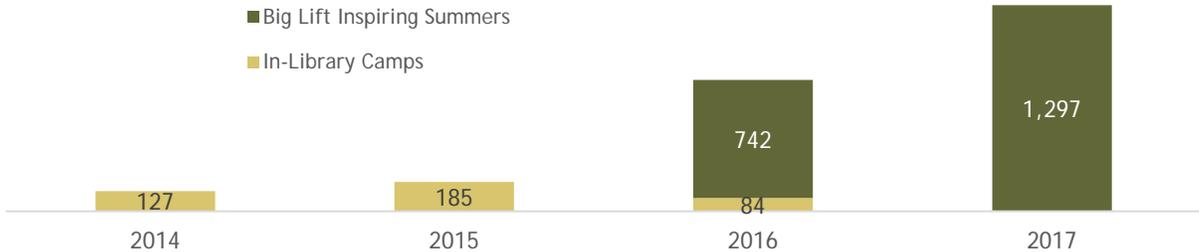
History and Goals of the Libraries' Summer Programs

The San Mateo County Libraries (the Libraries) started a new kind of summer program in 2014. Library staff noted that their summer program – a traditional summer reading drop-in program where children report how many books they read over the summer and receive prizes for their accomplishment – reached the same children and families who were already library users. Staff were interested in increasing the reach and effectiveness of their summer programming beyond this traditional approach. Staff sought and received funding from San Mateo County Board of Supervisors through Measure A funds (a countywide half-cent sales tax, now known as Measure K) in order to support reaching more youth and decreasing summer learning loss. They expanded their summer programming significantly, developing a free summer learning camp program. This new, curriculum-based, multi-session program first launched in 2014.¹ From the beginning, the summer learning camp incorporated structured group activities to support active learning and improved literacy for participating students.

Starting in the summer of 2016, the Libraries' summer programs became part of The Big Lift, a countywide collective impact effort focused on reaching the goal of 80% of San Mateo County children reading at grade level by third grade by 2020; third grade reading proficiency is a key predictor of future academic success.² The Libraries' programs took on the name Big Lift Inspiring Summers, taking on a flagship role in the summer.

Over time, participation in the Libraries' summer programs has grown, especially since becoming part of The Big Lift. Also, the Libraries made the strategic decision to focus efforts on school-based Inspiring Summer programs starting in 2017, ceasing the in-library camps (Figure 3).

FIGURE 3. PARTICIPATION IN THE LIBRARIES' SUMMER PROGRAMS HAS GROWN OVER TIME



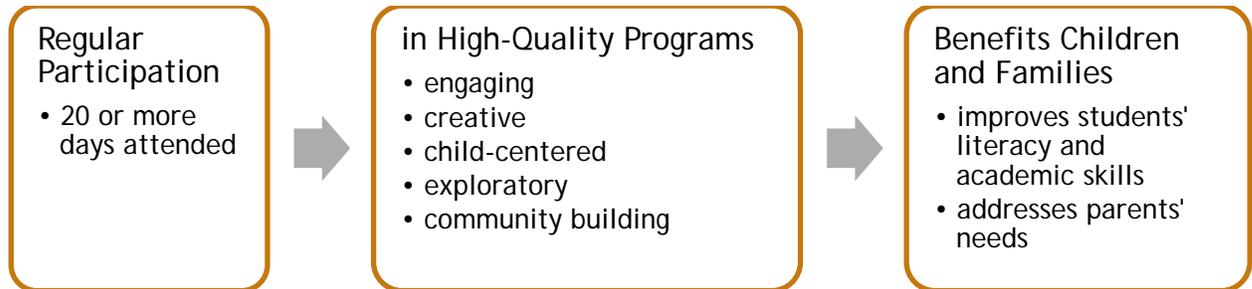
Source: San Mateo County Libraries.

¹ For more on summer learning loss (or summer slide) and effective summer learning programming, visit the National Summer Learning Association, www.nsla.org.

² For more on The Big Lift, visit www.thebiglift.org.

The Inspiring Summers programs use curricula that incorporate yoga, active engagement, literacy, and STEM activities for children preparing for Kindergarten, 1st Grade, and 2nd Grade. The Libraries' curricula have been developed and expanded in partnership with the Bay Area Discovery Museum's Center for Childhood Creativity. The curricula incorporate the CREATE framework, which prioritizes activities that are child-directed, risk-friendly, exploratory, and active, and that encourage time for imagination and the exchange of ideas.³ Through these enriching and engaging activities, the Libraries seek to increase summer learning and reading and advance literacy and academic performance among Inspiring Summers participants.

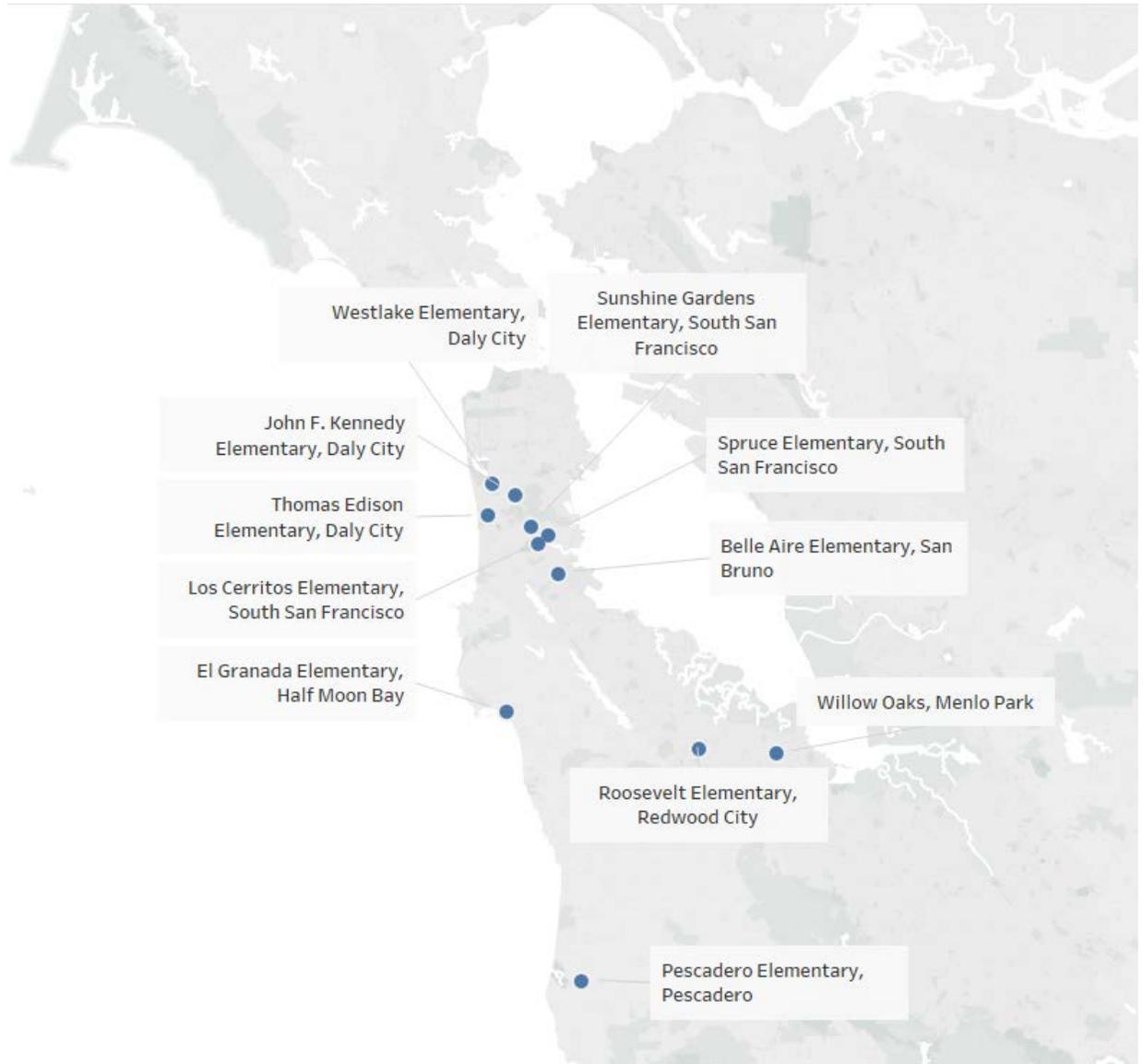
FIGURE 4. SAN MATEO COUNTY LIBRARIES' BIG LIFT INSPIRING SUMMERS THEORY OF ACTION



Originally located in libraries, all the programs are currently run in partnership with elementary schools throughout San Mateo County, with the Libraries providing afternoon academic and enrichment programming as a companion to morning programs focused on literacy instruction lead by credentialed teachers. Morning programming follows a model developed by BELL (Building Educated Leaders for Life), a nonprofit partner. In 2017, the Inspiring Summers programs took place at eleven (11) schools from seven (7) districts throughout the County (Figure 5). Every day starts with community time, which includes a healthy breakfast open to enrolled children and their families, and children also receive snacks and lunch throughout the day. All meals were provided through the USDA federal funded Summer Food Service Program and administered by either the school district or the Libraries. Fridays were focused on enrichment, including either field trips or on-site activities.

³ For more on the Bay Area Discovery Museum and their Center for Childhood Creativity, visit bayareadiscoverymuseum.org and centerforchildhoodcreativity.org. Information on the CREATE framework is available at http://calchallenge.org/wp-content/uploads/2017/08/Creative-Summer-Book_FINAL_5.8.17.pdf.

FIGURE 5. INSPIRING SUMMERS PROGRAMS TOOK PLACE ACROSS SAN MATEO COUNTY



About the Evaluation

In preparation for the summer of 2017, the Libraries contracted with Public Profit to conduct an external evaluation of the Libraries' portion of the Inspiring Summers programs. The Libraries and Public Profit designed an evaluation that focused on observations of program quality. This included training all staff on the observation protocol, and, additionally, training some of the Libraries' staff to serve as observers alongside the evaluation team. Public Profit conducted observations at all eleven (11) Inspiring Summers sites; Libraries' staff accompanied the evaluation team on six of these visits. In addition, Public Profit received parent and staff survey data and aggregated attendance data, all of which provided additional perspective on program quality as well as program dosage and student outcomes.

Methods and evaluation questions

Libraries' staff, in conversation with the other stakeholders in The Big Lift, updated existing surveys of parents and staff to capture feedback about the training and support for staff, the quality and effectiveness of the curricula, the quality of the children's experience, and the program's direct impact on those students. This information, including a combination of closed-ended rating scales (quantitative data) and open-ended questions (qualitative data), helps the Libraries address the questions:

- ***To what extent were Inspiring Summers library staff well trained and supported to deliver a high-quality program?***
- ***To what extent did Inspiring Summers students experience a high-quality summer program?***
- ***To what extent did the Inspiring Summers programs led by the Libraries directly benefit students?***

Meanwhile, program staff collected student attendance in partnership with the San Mateo County Office of Education. This attendance data, aggregated by the County Office of Education, helps the Libraries answer the questions:

- ***Who participated in the Inspiring Summers programs?***
- ***How consistently did they attend the Inspiring Summers program?***

The program also potentially serves to develop the workforce for education in San Mateo County, giving college-aged young adults a chance to experience teaching students in a high-quality, highly supportive program. Sections of the staff survey asked about the summer experience from that point of view, helping the Libraries answer the question:

- ***To what extent did the Inspiring Summers program inspire staff to choose a career in education and public service?***

Observations of Program Quality

In 2017, the San Mateo County Libraries and the evaluation team conducted structured site visits to each of the 11 Inspiring Summers locations throughout San Mateo County. These visits, using the School-Age Program Quality Assessment (SAPQA) developed by the David P. Weikart Center for Youth Program Quality, assessed the extent to which the programs implemented high-quality practices in the following domains:

- **Safe Environment:** the extent to which the Inspiring Summers program ensured both emotional and physical safety for students
- **Supportive Environment:** the extent to which the program was designed to feel welcoming and supportive of skill development
- **Interaction:** the extent to which the program promoted student belonging, ownership, collaboration, and leadership
- **Engagement:** the extent to which the program provided students with opportunities to engage in higher order thinking by making plans, making choices, and reflecting on their activities.⁴

Each site received a visit from a certified SAPQA rater from the evaluation team. In order to promote a focus on program quality in the program as a whole, some of the visits were conducted in partnership with the Libraries' staff in order to build staff capacity to understand and conduct the observations in the future.

In order to support the use of the observation data for immediate program improvement, each site received the visit about one week into their 5-week program. Visitors then provided reports summarizing the observations a few days after the visit.

The site visit data, including domain-level and overall scores, helps the Libraries address the questions:

- ***To what extent did students experience a high-quality summer program?***
- ***To what extent did staff provide a high-quality program?***
- ***What program practices were strong across most or all sites?***
- ***What program practices could be improved across most or all sites?***

⁴ For more on the Weikart Center and its suite of tools and resources to support high quality programs for children and youth, visit www.cypq.org.

TABLE 1. DATA SOURCES FOR THE EVALUATION

Site Observations (n=11)	All Big Lift Inspiring Summers Sites received a School-Age Program Quality Assessment (SAPQA) visit from a certified assessor on the evaluation team. In addition, the site visitors participated in a review session to discuss what they observed and provide additional anecdotes from their observations not captured in the SAPQA.
Staff Surveys (n=36)	The Libraries' staff completed the survey online at the conclusion of the 5-week program. The survey consisted primarily of a series of open-ended questions about the curricula, the staff experience implementing the program, and the staff member's assessment of the impact on students. The survey also included some close-ended rating questions about staff's perceptions of training and support provided. The staff survey response rate was only 20%, so findings should be considered tentative as only a small subset of staff are represented.
Parent Surveys (n=928)	Parents completed the survey either online or in hard copy at the conclusion of the 5-week program. The survey consisted primarily of a series of closed-ended rating questions about their child's experience, including exposure to new things and the development of academic and social-emotional skills. The survey also included two open-ended questions to solicit parent feedback on what they most appreciated about the Inspiring Summers program and what they would like to see improved. The parent survey response rate was around 64%. However, this calculation does not account for families with more than one child in the program, so the response rate is likely higher than 64%.
Program Attendance (n=1,459)	Summarized data on program attendance and demographics were provided by the San Mateo County Office of Education.

Student Participation

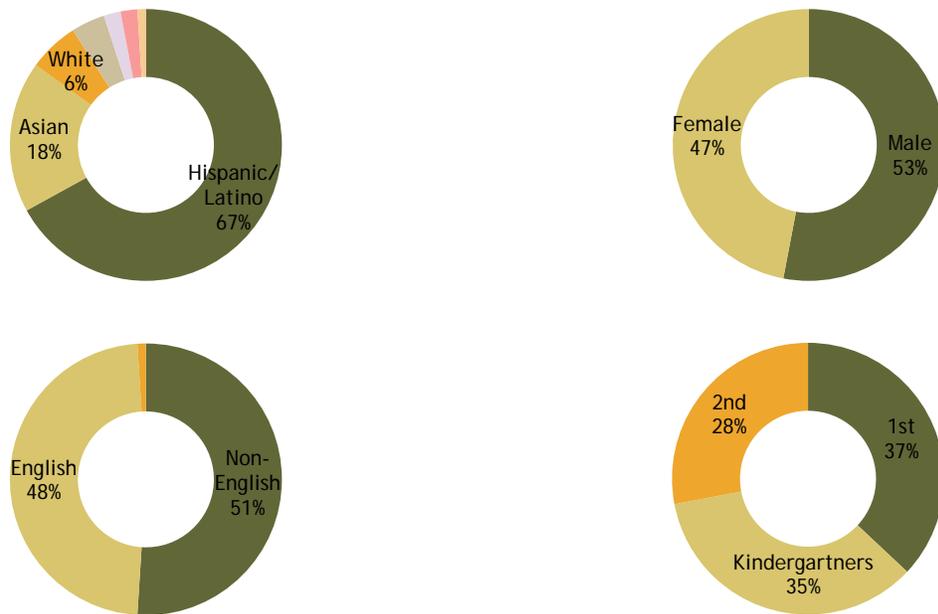
The Big Lift Inspiring Summers programs served 1,459 students during summer 2017. In general, programs served an equal proportion of male (53%) and female (47%, Figure 6) students, although one site served 75% males.

Inspiring Summers programs served many students whose home language was not English. Sites served equal proportions of students whose home language was English (48%) and whose home language was a language other than English (51%). However, the proportion of students who spoke a language other than English at home varied significantly by site; at three sites, more than three-quarters of the students spoke languages other than English at home.

A large majority of students were Hispanic/Latino (67%), followed by Asian (18%) and White (6%). Race also varied by site. Across individual sites, the proportion of Hispanic/Latino students served ranged from 37% to 95%, while that of Asian students ranged from 0% to 46%.

Overall, Inspiring Summers programs served roughly the same proportions of Kindergartners, 1st Graders, and 2nd Graders. One site only served Kindergartners, and a few sites only served Kindergartners and 1st Graders. These sites were newer and are building capacity over time to add on 2nd Graders; there is also a planned expansion to include 3rd Graders in the future.

FIGURE 6. INSPILING SUMMERS STUDENTS WERE PREDOMINANTLY HISPANIC/LATINO AND WERE EVENLY SPLIT ACROSS GRADE AND GENDER



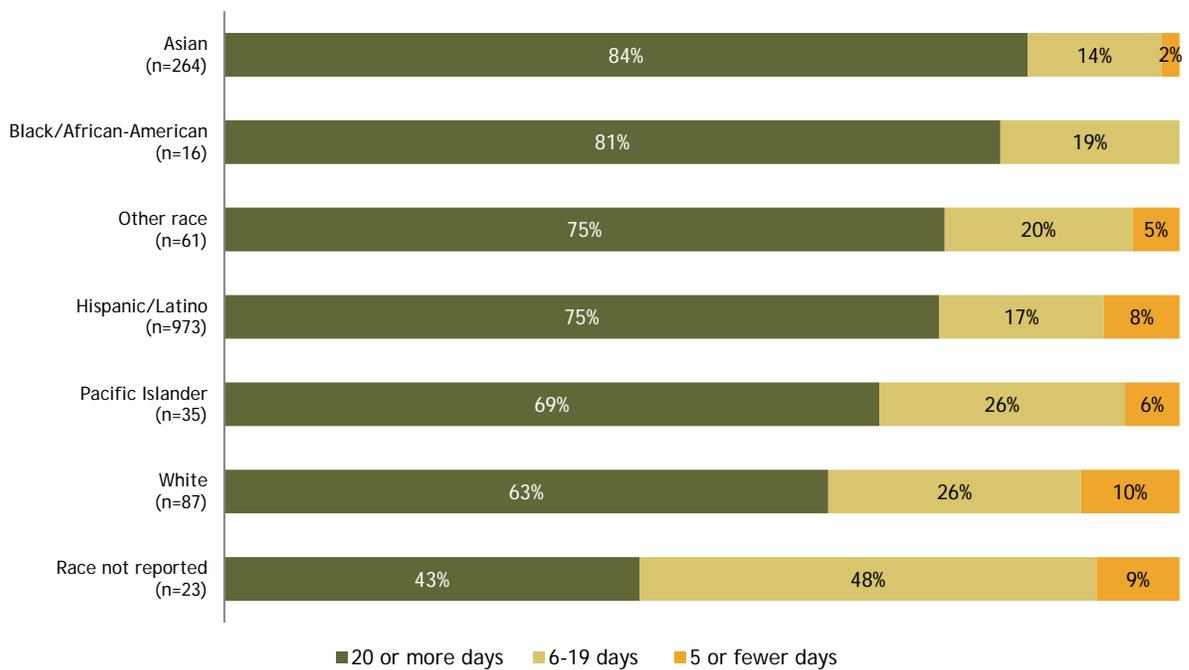
Source: Inspiring Summers Program Attendance Data, summer 2017 (N = 1,459).

NOTE: On race/ethnicity chart, slices not labeled represent: gray (other race or two or more races, 4%), purple (Pacific Islander, 2%), red (race not reported, 2%), orange (Black/African American, 1%). On home language chart, slice not labeled represents home language not reported, 1%.

Attendance rates were strong. Three-quarters of students (75%) attended 20 or more days of the 25 day program, and the average days attended was 20.1 days. Attendance rates varied by site; at seven sites, 75% or more of all students attended 20 or more days; at four sites, less than 70% of students attended 20 days or more. In particular, at one site, more than 20% of all students attended only 5 days or fewer.

Attendance patterns were consistent between males and females, and between students that speak English or another language at home. Second graders had the highest attendance rate: 83% attended 20 or more days, compared to 71% of Kindergartners and 74% of 1st Graders. Asian students had the highest attendance rates, with 84% attending 20 or more days (Figure 7). Comparatively, only 63% of White students attended 20 or more days.

FIGURE 7. ATTENDANCE RATES VARIED BY RACE*



Source: Big Lift Inspiring Summers Program Attendance Data, summer 2017 (N = 1,459).

* Relatively few Pacific Islander and Black/African American children, and children of another race or for whom race was not reported, attended the Inspiring Summer programs. Therefore, we caution against drawing conclusions about attendance or engagement based on the available data for these groups.

Data driven recommendations: attendance

- Strengthen attendance at select sites.** The research into high-quality and effective summer learning programs suggests that students should attend 20 days or more. Three quarters (75%) of all Inspiring Summers participants did so in the summer of 2017. However, five sites had weaker attendance patterns: Belle Air, John F. Kennedy, Roosevelt, Spruce, and Willow Oaks. For next year, the Libraries may consider working with those particular sites with the goal to increase student attendance.

Quality and Implementation

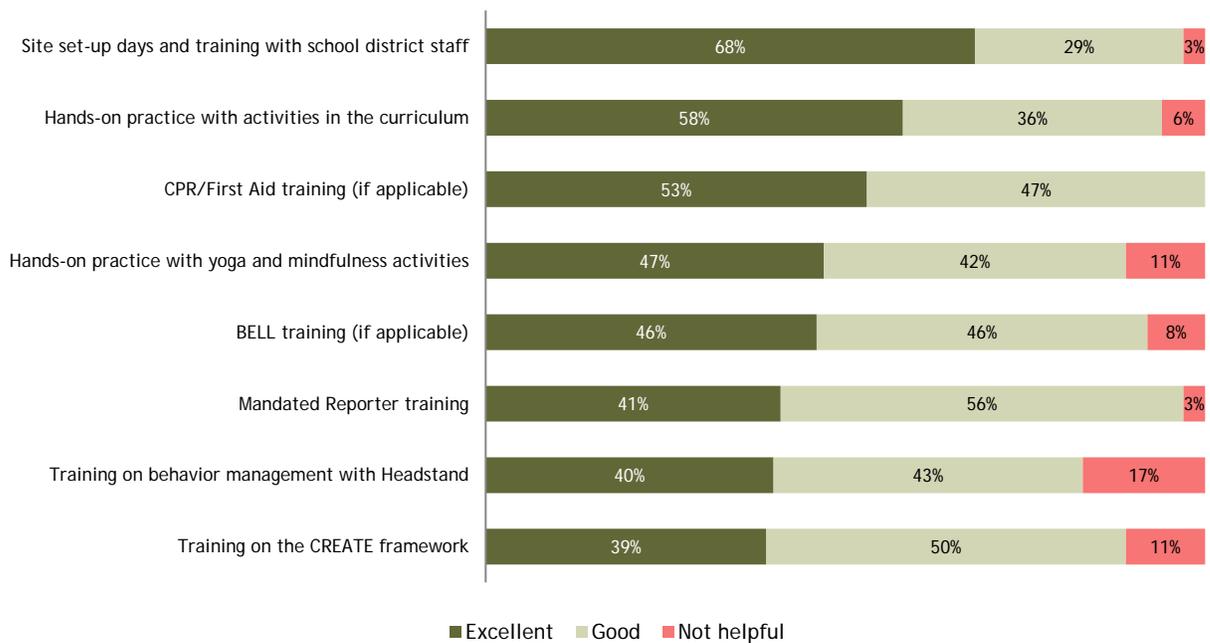
When youth come regularly to high-quality programs, they benefit. It is not enough that children show up. Programs must provide actively engaging and meaningful experiences for all children. Also, program staff must demonstrate that they care about the children in the program and ensure that children feel that they belong in the program community. These are hallmarks of high-quality programs.

In general, Inspiring Summers programs were high quality, providing opportunities for active engagement. Also, staff felt prepared by the training and support they received, and were observed to be carefully prepared for individual lessons, a key factor in both promoting learning and minimizing the time staff spend managing disruptive behaviors.

Support for high-quality implementation: staff training and support

Overall, the vast majority of Inspiring Summers staff were satisfied with the support and training they received before and during the summer. Staff particularly appreciated the site set-up days and training with the school district staff; 68% rated it as “excellent” (Figure 8). The hands-on curriculum practice was also highly rated, with almost 6 in 10 staff rating it “excellent” (58%). The hands-on practice with yoga and mindfulness activities, the training on the CREATE framework, and the behavior management training with Headstand were rated less highly, though a majority of staff still found them beneficial, rating them “good” or “excellent.”

FIGURE 8. THE MAJORITY OF STAFF FOUND TRAINING AND SUPPORT BENEFICIAL



Source: Staff Survey, summer 2017 (N=36).

Overall, a strong majority of Inspiring Summers staff felt the support available during the camp day was beneficial. About 8 in 10 staff reported receiving excellent support from their site coach (80%) or their site manager/principal (77%, Figure 9). Seven (7) in 10 felt that the end-of-day meetings with their site coach or other facilitator were an excellent support (69%).

While three-fourths of all staff respondents felt that the support from their co-facilitator/cluster partner was excellent (74%), 6% felt this type of support was not helpful. The mid-day class hand-off meetings were rated the least favorably; only half (49%) rated these meetings as excellent, and 14% stated that these meetings were not helpful.

FIGURE 9. THE MAJORITY OF STAFF FOUND CAMP DAY SUPPORTS BENEFICIAL



Source: Staff Survey, summer 2017 (N=36).

Note that all staff survey findings should be considered tentative, as the survey response rate was very low. The San Mateo County Libraries team has identified getting a higher staff survey response as a goal for summer 2018. Meanwhile, the Libraries’ team may want to consider holding an Inspiring Summers staff focus group in early 2018 that responds to and provides additional context for these findings.

Developing a strong workforce in the field

While the primary focus of the Big Lift Inspiring Summers program is to support and educate the attending children, the program is also a summer workforce development program for the community. The program is designed to support young adults, who may have little experience working with children, to help them be successful for the summer, and perhaps to inspire them to continue to work with children and youth. Responses on the staff survey show that more staff are likely to consider a career in education or public service after their job in the Inspiring Summers program. The majority of staff also said that they are likely to apply to work in the Inspiring Summers program next year. Staff most frequently noted that they developed strong skills in patience, communication, and classroom management skills (e.g. multitasking, time management, adjusting curriculum based on students’ needs) over the summer.

“My growth mindset has grown immensely through this summer camp and because of this summer I am reminded that I need to work on keeping a growth mindset through the year. I have also been able to develop coping methods to work with children who need a little bit more attention and one-on-one. I’ve developed a stronger sense of adapting to whatever the day throws at me and I am able to change the curriculum or activity based on the mood of the day and the scholars.”

– Staff Member

Support for high-quality implementation: strong curricula

High quality curricula are one of the keys to keeping the Inspiring Summers programs strong. As many facilitators may be new to education or working with children, the curricula can guide staff to effective instructional strategies and strong content. In general, staff felt that the curricula were effective, and appreciated components including field trip Fridays and yoga (Table 2 and Table 3). Staff also offered some feedback that suggests adjustments for next year, including requests for more materials and changes to certain content since it was too easy or too difficult for the students in 2017.

TABLE 2. STAFF COMMENTED ON EACH WEEK'S ACTIVITIES

Themes	Staff Quotes
WEEK 1 - MY BRAIN AND ME / COMMUNITY BUILDING AND MINDSET	
<p>Some of the brain concepts were too advanced for children of all grades. Numerous facilitators had a hard time teaching the parts and functions of the brain, especially because some of the vocabulary was advanced. Still, children and facilitators both enjoyed the activities.</p>	<p>"I felt that learning about the brain's functions and tricky vocabulary (i.e., amygdala and hippocampus) was far too advanced for them as 6 year olds - I am a college student and that was even MY first time hearing those words and trying to pronounce them correctly!"</p> <p>"Week 1 was on the easier side for the kids. They didn't necessarily understand the brain's different areas, but they did understand the growth mindset. The posters all worked very well and they enjoyed making the brains. They also liked the memory card games."</p>
WEEK 2 - MATH ALL AROUND	
<p>Activities varied in terms of difficulty: some facilitators noted that the activities were too easy for children, so facilitators had to make modifications to make them harder. Others noted that their children struggled with the math concepts and ability to understand the complicated directions.</p>	<p>"I would've liked to have games and activities that incorporate math to be more tailored to what my scholars knew because some games were hard for them to understand...We would spend about half the time that we were supposed [to] be doing that activity explaining the game and how the math worked. I did feel as though the math games were very fun and interactive and scholars enjoyed them very much."</p> <p>"All of the activities were too easy for the students which left them bored. I had to come up with activities that were a bit more challenging. For the shapes I had them make shape monsters and shape pizza which I found on Pinterest."</p>

WEEK 3 - FAIRYTALE ENGINEERING

The majority of staff reported that Week 3 activities were “a big hit” with children and ran smoothly! Students were able to understand the concepts, and enjoyed getting to use their imagination. Some staff reported that they did not have enough materials or prep time to accurately prepare for this week’s lessons.

“Fairytale engineering was very fun for the scholars because they were able to connect the book that we read to the activity that we were doing which I think really help[ed] them understand what they needed to do.”

“Showing the scholars examples of the activities after the book and before the activity would have been best. We were supposed to have half an hour to prepare for the next day but it did not work that way. The scholars were dismissed at 4pm but we were scheduled to leave at 4:15pm. So we did not have enough time to prepare for the next day with a visual example for them to see.”

WEEK 4 - ROBOTICS AND MACHINES

Numerous facilitators felt that some of the physics concepts were too difficult for students, though the children enjoyed the activities regardless. Some facilitators noted they didn't have enough materials, or some of the materials were broken.

“The children had a lot of fun with Week 4 because it stretched their brains, especially since most of them had never really worked with motors/electricity. It definitely challenged my brain.”

“Probably one of the hardest weeks to explain to the scholars but the most fun. The scholars have the most fun with making a Drawbot and making a circuit having that robot eyes light up...The only thing I would have liked to have been done differently was making sure that we had enough supplies for the amount of kids that were in class that day/week.”

WEEK 5 – CREATIVE CHEMISTRY AND BASIC ROBOTICS (OLDER STUDENTS)

Children loved the interactive (and sometimes messy) activities. Some facilitators broke students into groups to explain difficult concepts better. Several facilitators noted that they didn't have enough time to do all of the activities with closing ceremony at the program's end or didn't have enough materials (especially vinegar).

“Creative Chemistry activities were educational but messy. Some activities we were able to slip the scholars in groups. In others, the facilitator had to be in the front to show the activity while the second facilitator went around the room to check on the scholars and keep them interested in the activity.”

“Chemistry was very hard to teach the scholars about because it's a very abstract concept for some of them. But they really enjoyed the Snow Dough and invisible ink... I think that the scholars understand chemistry a lot better having participated in this summer program.”

TABLE 3. STAFF COMMENTED ON ADDITIONAL COMPONENTS OF THE PROGRAM

Themes	Staff Quotes
ON-SITE FRIDAYS	
<p>Staff appreciated having support around finding activities to do for On-Site Fridays. Some facilitators reported that not having any outlined curriculum was frustrating or stressful, and that On-Site Fridays needed better organization and communication. Other facilitators appreciated the more free-flow nature and having the flexibility to choose the activities for the day.</p>	<p>“The bookmobile's visit got the kids really excited about reading and provided a nice variation from the usual camp day. Having no set curriculum for those Fridays put a lot of stress on the facilitators to come up with a whole day of activities.”</p> <p>“On-site Friday was a great day to do fun activities with the scholars & it was a good day to catch up on some work the scholars didn't complete. I think a longer recess, for example 30 mins would be nice!”</p>
FIELD TRIP FRIDAYS	
<p>Children loved the field trips. Staff reported needing better organization (e.g., needing higher adult to child ratio, clearer directions for chaperones on how to supervise, set meeting spots for lunch). Facilitators would have liked to know what they're going to do ahead of time to incorporate the field trip's activities into their lessons that week.</p>	<p>“Field trip Fridays were always super fun because it gave the scholars an alternative learning resource and environment. I wish that the staff knew what was going on in advance so that we could talk to the scholars about it and our other facilitator about how the day was going to look.”</p> <p>“Having additional chaperones was definitely very helpful. I think it would be nice to all meet up in a specific area for lunch, & have someone bring the lunch for the scholars there, vs. having them carry it around.”</p>

YOGA

Staff reported that most children enjoyed and benefited from yoga and mindfulness. Several staff would have liked yoga mats. Some staff noted that yoga worked best right after lunch/recess. Some children had a hard time focusing during yoga. Playing games like Simon Says worked well, especially for younger grades. The scented spray and chime were well liked.

“Kids love the yoga, especially we did it after lunch recess. They love the smell of spray and they are always energized after the visualization stories.”

“It worked better when kids put their heads down for about a minute right after recess, as it helps them calm down and get ready for mindful activities. Students also worked best when they had their yoga mats, although I wish we would have gotten them since the beginning so we could explain how and when to use them.”

BEHAVIOR MODIFICATIONS

Staff reported that techniques using positive reinforcement worked well. Some facilitators used “Scholar Dollars,” a strategy used by BELL, which was effective. Most staff noted that they used some variation of a behavior system (e.g. a green, yellow, red card system).

“Every class had a colored behavior chart. Pointing out the kids who were behaving well helped the other kids have a model of what we wanted to see.”

“Giving scholars points to earn a prize was also very successful incentive to behave well. And at the end of the day if scholars had done well, we gave them some free time, which they always looked forward to.”

Source: Staff Survey, summer 2017 (N=36).

High quality implementation: evidence from site observations

As mentioned above, the San Mateo County Libraries and the evaluation team conducted structured site visits in the summer of 2017 to each of the 11 Inspiring Summers locations throughout San Mateo County. These visits, using the School-Age Program Quality Assessment (SAPQA), assessed the extent to which the programs implemented high-quality practices in the following domains: safe environment, supportive environment, interaction, and engagement.

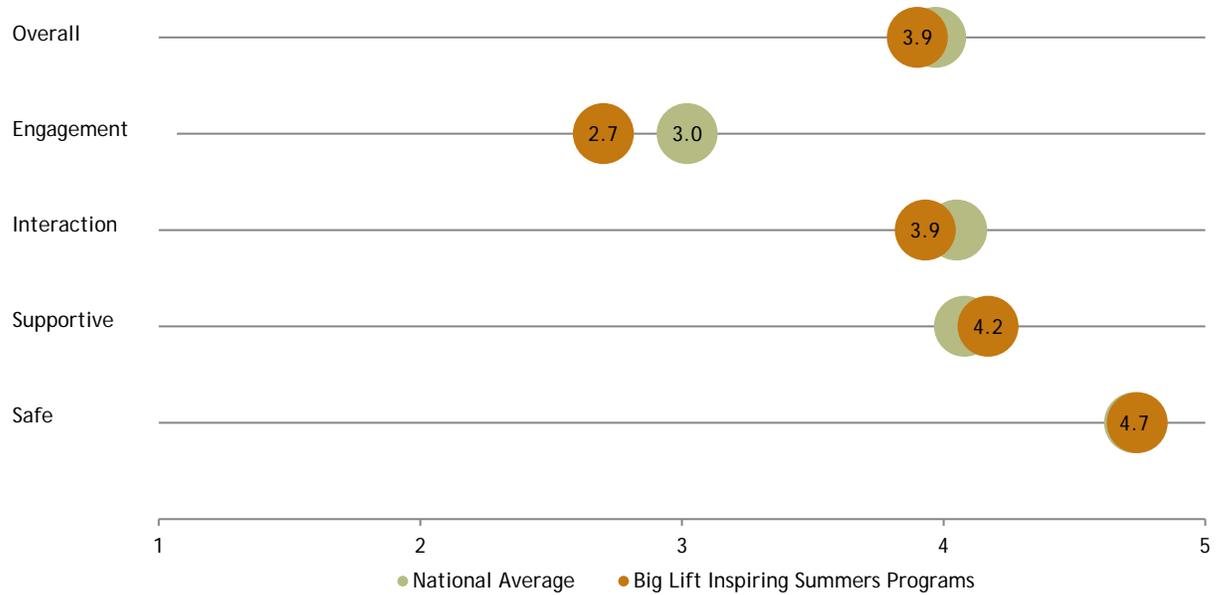
During the site visit observations using the SAPQA, Big Lift Inspiring Summers programs demonstrated several high-quality practices. Notably, the Inspiring Summers programs rated just above the national average in the **supportive environment** domain, driven by strong staff preparation, enabling sessions to flow smoothly, and opportunities for active engagement. In particular, staff were able to smoothly start activities because of a simple, yet critical practice: most staff had all materials prepared for the activities ahead of time so students did not have to wait to begin. Similarly, staff appeared to be very familiar with each lesson, even though they were likely delivering it for the first time. Staff were generally able to explain directions and facilitate the lessons without reading from the lesson plans, keeping their focus on the students. Nearly all staff maintained a positive tone and presence throughout the activities.

The materials and lessons used in the Inspiring Summers programs often supported active exploration, providing students with hands-on activities that also actively engaged their minds. Lessons also included a series of linked activities to build children's understanding of a certain topic. All of these practices (carefully planned and prepared lessons, engaging activities, and positive and calm staff) promoted high-quality learning experiences, and also helped minimize the time staff had to spend on behavior management.

Compared to national averages, the Inspiring Summers programs provided a similarly high level of program **safety**, including both physical and emotional safety (Figure 10). Inspiring Summers programs also rated well in the **interaction** domain, approaching the national average. In particular, observers noted frequent opportunities for students to have age-appropriate control and autonomy over their learning. Observers also noted opportunities for student leadership at nearly all of the sites. However, observations of practices to promote a program identity and sense of belonging were mixed. Observers noted consistent routines and rituals, which can quickly build a sense of community identity. Still, observers did not observe many examples of icebreakers and other activities for children to get to know each other.

The Inspiring Summers programs scored lower than the national average in the **engagement** domain, which measures opportunities for students to plan their work, make choices, reflect on their work, and to take responsibility for routine tasks. Observers noted that children at many sites had opportunities to make choices and take responsibility. However, the Libraries may want to consider increasing opportunities for developmentally appropriate planning and reflection in future years.

FIGURE 10. PROGRAMS HAVE SIMILAR QUALITY SCORES AS THE NATIONAL AVERAGE



Source: SAPQA Site Visit scores, summer 2017; national average scores provided by the David P. Weikart Center for Youth Program Quality in August 2016 and represent geographically, programmatically, and organizationally diverse networks.

Inspiring Summers programs featured additional high-quality practices not explicitly captured by the SAPQA: yoga/mindfulness and high staff to student ratios. Each day, staff facilitated about 30 minutes of yoga and mindfulness before beginning afternoon activities. Observers reflected that yoga was one of the stronger features of the programs overall. The yoga activities engaged most of the children, provided time for students to move their bodies fully and often provided leadership opportunities as children led others in their favorite poses.

The programs also had a high staff to student ratio. Nearly all observed classrooms had at least two staff at all times, frequently more. This enabled staff to provide support to multiple students at a time and to answer children’s questions quickly. As with other practices noted earlier, having multiple staff supported students to stay engaged and resolve problems quickly, minimizing disruptions to the activities in order to manage behavior.

While many site staff used strategies that promoted equity among all children, observers also noted that some site staff could use additional support to implement these strategies. The Libraries may want to support all sites to implement specific strategies to provide equal opportunities for all youth to participate in discussions and lead activities (such as through the use of equity sticks) and strategies to support English Language Learners.

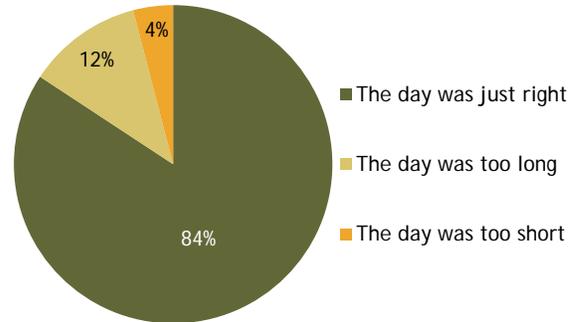
High quality implementation: evidence from parent feedback

Overall, parents were highly positive about their family’s experience in the program. The majority of parents (84%) felt that the length of the program day was just right for their child and family (Figure 11). Nearly all parents (93%) would definitely recommend the Big Lift afternoon program to other families, and 9 in 10 parents reported that it was “very true” that their child enjoyed attending the program (89%, communication and involvement.

Figure 12).

Most parents also reported that their child did interesting activities, and felt comfortable and safe in the program.

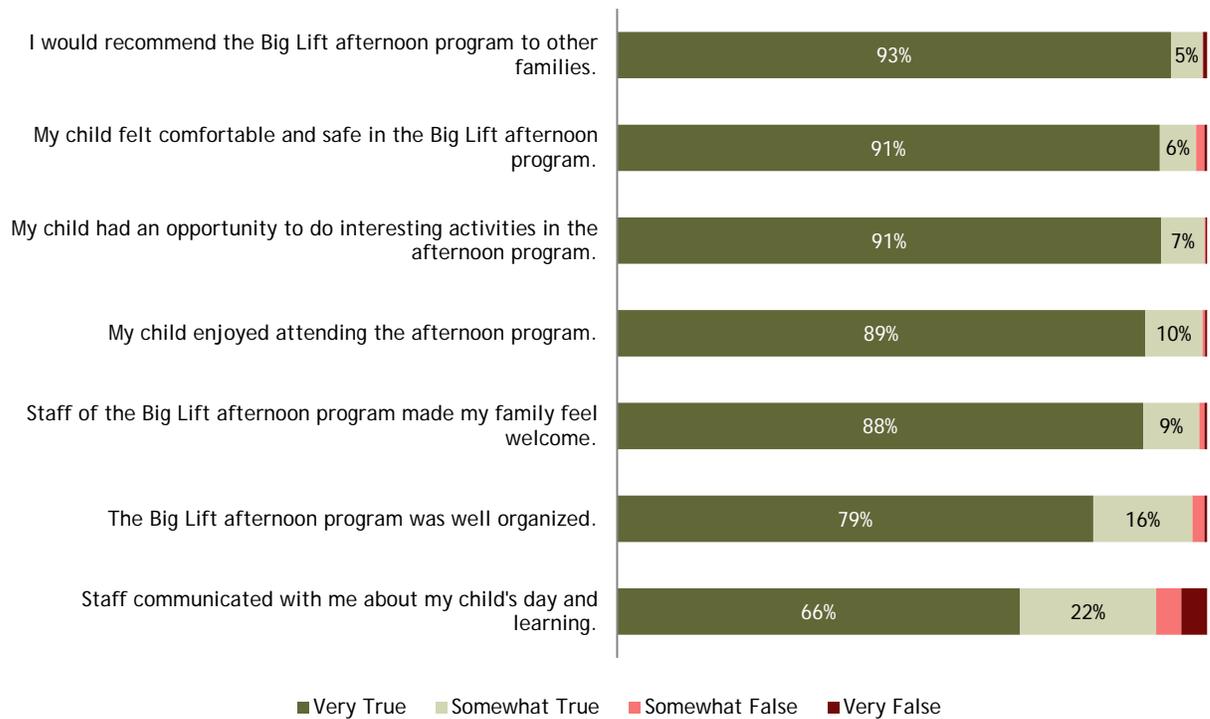
FIGURE 11. MOST PARENTS FELT THE LENGTH OF THE PROGRAM WAS JUST RIGHT



Source: Parent Survey, summer 2017 (n=928).

However, parents were less positive about the programs’ communication with them; only two-thirds (66%) of parents reported that it was “very true” that staff communicated with them about their child’s day and learning. Notably, parents’ opinions about whether staff communicated with them and whether the site was well organized varied considerably by site. In particular, parents from Pescadero and El Granada reported less satisfaction with communication. This may be because many children took the bus to and from the program, which would limit the opportunities for parents to interact with program staff compared to other sites. Furthermore, parents of Kindergartners across multiple sites tended to request more opportunities for parent communication and involvement.

FIGURE 12. MOST PARENTS WERE VERY SATISFIED WITH THE PROGRAM



Source: Parent Survey, summer 2017 (N=928). Percentages for “Somewhat False” and “Very False” are below 5% for all items. Percentages do not add to 100% because some parents (up to 3%) marked “I don’t know.”

Parents frequently noted that what they most appreciated about the Inspiring Summers programs was the supportive, attentive, and welcoming staff. Parents also appreciated the ways in which the program worked well for working families: the program was free of charge, provided meals, and had longer hours. Finally, parents appreciated that Inspiring Summers focused on academic activities that advanced their child’s learning during the summer, and the inclusion of yoga/mindfulness and field trips in the curricula.

“We loved that this program was FREE and provided food (and also fed a sibling and was able to see our child at breakfast interact with friends) for the kids. Much appreciated by working parents.”

- Parent

“The teachers were very loving to my son. It makes me feel pleased and that my son was embraced.”

- Parent

“[I appreciated] the opportunity for my kids to maintain and develop their knowledge while having fun during the summer.”

- Parent

Data driven recommendations: program quality

- **Continue to invest in strong staff preparation and strong curricula.** Inspiring Summers programs rated well in the supportive environment domain of the SAPQA, driven by strong staff preparation and curricula that fosters active engagement using the CREATE framework. The Libraries should continue to invest in these strategies.
- **Create more opportunities for icebreakers, for children to make plans, and for reflection.** Inspiring Summers programs rated less strongly in the interaction and engagement domains. Although these elements are included in the curricula, the Libraries may wish to provide additional support and coaching for site staff to implement these elements of the curricula.
- **Strengthen parent communication at select sites.** Overall, parents were very satisfied with the program. However, at some sites a notable proportion of parents didn't feel that the site communicated well about the child's day and what they learned. These sites, Granada and Pescadero, were also sites where many students bus to and from the program, so parents were less likely to have in-person interaction with program staff. The Libraries may consider working with those sites to develop new ways to communicate weekly or even daily with parents for next summer.
- **Train staff on general techniques to adjust the level of challenge in the moment.** Staff provided good feedback on the activities, noting issues with materials and concepts that were either too easy or too difficult for their group. It can be hard to predict precisely the correct level of challenge for any group of children, and individual children can vary widely from each other. Although included in the curricula, the Libraries may consider emphasizing the importance of adjusting challenge and providing more time and support for staff to practice these techniques.
- **Increase staff survey response.** Few staff responded to the survey; any conclusions from the staff survey are necessarily tentative. The Libraries should consider ways to increase staff response next summer.

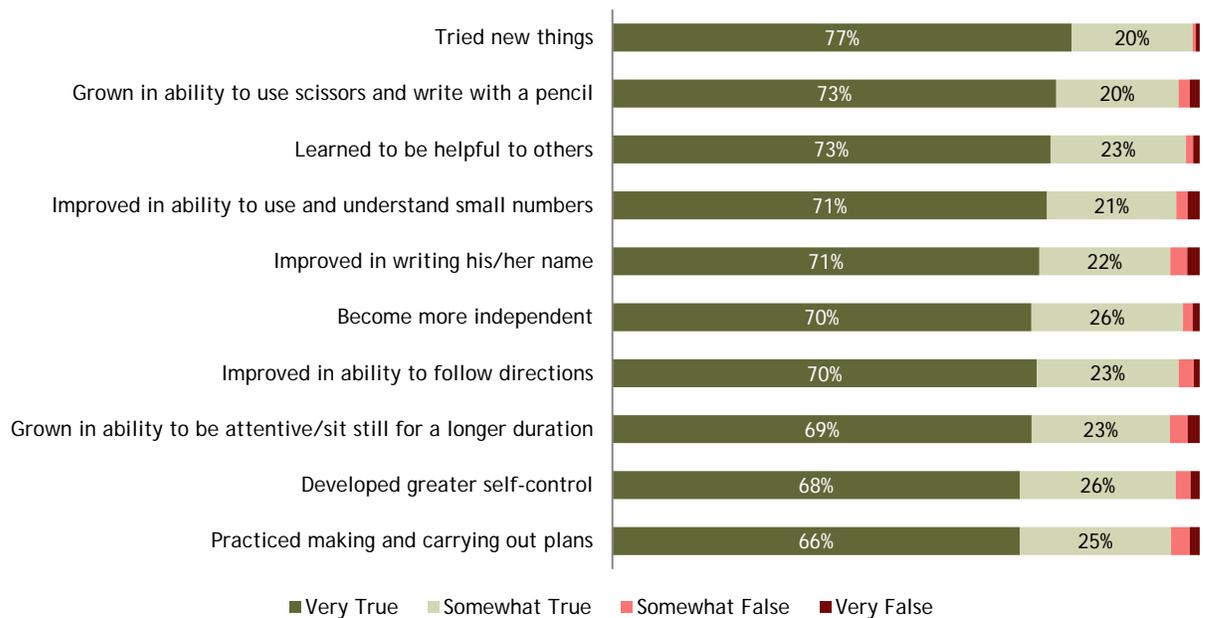
Direct Outcomes

Most parents reported that their child had gained new skills and experiences while in the program. Parents were most likely to report that their child had definitely tried new things (77%, Figure 13), learned to be helpful to others (73%), and grown in their ability to use scissors and write with a pencil (73%). Although most parents reported positive changes, some subgroups of parents were more likely to note certain changes compared to other groups. In particular, parents of Kindergartners tended to report that their child became more independent and grew in their ability be attentive for a longer duration compared to parents of other grades. Parents of 2nd Graders were more likely to report that their children grew in their ability to make and carry out plans compared to parents of other grades. Furthermore, parents who took the survey in Spanish tended to be more positive about their child’s growth in self-control, using scissors and a pencil, and writing his/her name compared to parents who took the survey in English.

Many parents appreciated that the Inspiring Summers program encouraged their child to try new things, and supported their child in meeting new friends and learning how to get along well with others. Parents also frequently mentioned that their child improved their reading and expanded their STEM knowledge and experiences.

Again, these results varied by site. In particular, there were a few sites where a high percentage of parents reported “I don’t know.” The Libraries may consider additional investigation to understand why parents responded this way.

FIGURE 13. MOST PARENTS SAW POSITIVE CHANGES IN THEIR CHILD



Source: Parent Survey, summer 2017 (N=928). Percentages for “Somewhat False” and “Very False” are below 5% for all items. Percentages do not add to 100% because some parents (up to 4%) marked “I don’t know.”

“I really appreciated the activities done with him, the STEM activities were very well planned as well as educational for him. I also think the activities he learned about his writing and reading were very important. He came back home every day with something new he learned.”

- Parent

“My child got to experience so many new things this summer. A highlight for him was the giant blocks that were brought to the playground. He is still talking about those. I think the yoga has been a lot of fun for him, and all of the art work he has gotten to create.”

- Parent

“Many fun educational activities got her excited and confident about moving up in school and socializing in school environment.”

- Parent

“Scholars were more inquisitive, and showed perseverance when faced with a challenge. When something went wrong, they tried their best to find a solution.”

– Staff Member

Staff also observed positive changes in children’s attitudes, engagement or skills. Staff most frequently noticed children’s positive change in attitude. For example, staff noted that children were more enthusiastic about coming to school each day, were more engaged in the activities, and were excited to participate in learning. Staff also noted that children improved their social skills (e.g., learned how to work together, support each other, make friends, and navigate conflict effectively). Many staff saw improvements in children’s academic abilities, including reading, being able to digest harder concepts and language, and writing their name.

Data driven recommendations: direct outcomes

- **Consider implementing staff measures of direct outcomes for individual children.** Current measures of child outcomes show positive growth, but parent reports and limited staff open-ended comments may not be as reliable as more objective measures. The Libraries may wish to consider asking staff to conduct pre/post assessments of these skills with individual children or a sample of children. However, such assessments have many drawbacks. The Libraries should carefully weigh the pros (more objective measure of growth) and cons (staff time, reliability of the ratings) before implementing such an assessment.

Summary of Recommendations

The data from the evaluation of San Mateo County Libraries' Big Lift Inspiring Summers programs suggest that programs retain students for a meaningful amount of time, are high-quality, and are providing well-structured lessons that actively engage children. Staff receive strong support to implement the curricula, and both staff and parents note positive outcomes for the students who participate.

Attendance

Strengthen attendance at select sites. The research into high-quality and effective summer learning programs suggests that students should attend 20 days or more. Three quarters (75%) of all Inspiring Summers participants did so in the summer of 2017. However, five sites had weaker attendance patterns: Belle Air, John F. Kennedy, Roosevelt, Spruce, and Willow Oaks. For next year, the Libraries may consider working with those particular sites with the goal to increase student attendance.

Program quality

Continue to invest in strong staff preparation and strong curricula. Inspiring Summers programs rated well in the supportive environment domain of the SAPQA, driven by strong staff preparation and curricula that fosters active engagement using the CREATE framework. The Libraries should continue to invest in these strategies.

Create more opportunities for icebreakers, for children to make plans, and for reflection. Inspiring Summers programs rated less strongly in the interaction and engagement domains. Although these elements are included in the curricula, the Libraries may wish to provide additional support and coaching for site staff to implement these elements of the curricula.

Strengthen parent communication at select sites. Parents were very satisfied with the program, but at some sites, some parents didn't feel that the site communicated well about the child's day and what they learned. In particular, sites where students bus to and from the program struggled with parent communication. The Libraries may consider working with those sites to improve daily or weekly communication with parents for next summer.

Train staff on general techniques to adjust the level of challenge in the moment. Staff provided good feedback on the activities, noting issues with materials and concepts that were either too easy or too difficult for their group. It can be hard to predict precisely the correct level of challenge for any group of children, and individual children can vary widely from each other. Although included in the curricula, the Libraries may consider emphasizing the importance of adjusting challenge and providing more time and support for staff to practice these techniques.

Increase staff survey response. Few staff responded to the survey; any conclusions from the staff survey are necessarily tentative. The Libraries should consider ways to increase staff response next summer.

Direct outcomes

Consider implementing staff measures of direct outcomes for individual children. Current measures of child outcomes show positive growth, but parent reports and limited staff open-ended comments may not be as reliable as more objective measures. The Libraries may wish to consider asking staff to conduct pre/post assessments of these skills with individual children or a sample of children. However, such assessments have many drawbacks. The Libraries should carefully weigh the pros (more objective measure of growth) and cons (staff time, reliability of the ratings) before implementing such an assessment.



To: JPA Governing Board
 From: Anne-Marie Despain, Director of Library Services
 Danae Ramirez, Financial Services Manager
 Date: May 9, 2018
 Meeting: May 15, 2018
 Re: Introduction to the Recommended Budget FY 2018-19

Background

San Mateo County Libraries are a Joint Powers Authority governed by a Board consisting of representatives from each member entity, including the cities of Atherton, Belmont, Brisbane, East Palo Alto, Foster City, Half Moon Bay, Millbrae, Pacifica, Portola Valley, San Carlos, Woodside, and the unincorporated areas of the County. Oversight responsibility, the ability to conduct independent financial affairs, approve budgets, sign contracts, and otherwise influence operations and account for fiscal matters are exercised by the JPA Governing Board. The budget is legally enacted through passage of a motion during a JPA Governing Board meeting, followed by approval from the San Mateo County Board of Supervisors.

Budget Process

The budget process involves the distribution of resources and services that meet performance objectives as identified by library staff, the JPA Operations Committee, the JPA Governing Board and the community. Funds are appropriated on an annual basis as adopted by the JPA Governing Board. The budget serves as the annual financial plan, an operations guide, and a communications tool which strive to provide the best and most relevant information in an easily understandable format. Information about San Mateo County Libraries accomplishments, performance and priorities is also provided.

Budget Process Key Dates	
December	Budget Development Begins
February	Mid-Year Report is Submitted to the JPA Governing Board
May	Recommended Budget is Submitted to the JPA Governing Board
June	Recommended Budget is Adopted by the JPA Governing Board
September	Final Adopted Budget is Approved by the JPA Governing Board
September	Final Adopted Budget is Approved by the County Board of Supervisors

Discussion

FY 2018-19 Budget Priorities

The Recommended Budget prioritizes and distributes resources to support Strategic Goals that are in-line with the 2015-2020 Strategic Plan approved by the Governing Board in September 2015. Resource allocation in FY 2018-19 continues investments in technology and innovation, experiential learning, improving access to services, and fostering partnerships and collaborations. We continue to support programs and services tied to best practices and measurable results to ensure that the public receives excellent services.

Priorities include: implementing a new customer care model throughout the system to enrich patron experiences in our libraries, fulfilling the Maker Space Master Plan, promoting racial and social equity, and launching green initiatives to encourage an environmentally friendly and sustainable approach to our policies, buildings and activities. Budget priorities continue to provide resources to support summer learning, and invest in our future success by establishing a foundation and fortifying partnerships. Finally, we will continue to support exciting new library projects in Atherton, Brisbane, East Palo Alto, Half Moon Bay and Pacifica.

FY 2018-19 Budget Highlights

The proposed FY 2018-19 Recommended Budget is balanced and demonstrates that our libraries are well positioned to operate within available resources now and into the foreseeable future.

Total Sources and Total Requirements in the FY 2018-19 Recommended Budget are \$48,712,680. Total Revenue increased by \$357,446 to \$30,024,931. The total operating budget, or Net Appropriations, is \$35,477,094. Salaries and benefits comprise our largest expense and represent \$18,265,697 or 51% of the total operating budget. The budget also includes recommendations for one-time projects and activities in the amount of \$10,307,063 (\$2,870,255 from Capital Reserves) which contribute to improved service delivery and are funded by one-time sources.

The FY 2018-19 budget sets ambitious goals to foster continued leadership in our communities. San Mateo County Libraries take pride in developing a budget that aligns with system strategies and ensures a strong foundation for future budgets.

Fiscal Impact

There is no fiscal impact associated with the introduction of the FY 2018-19 Recommended Budget.

Recommendation

No action is required at this introductory stage of the budget process.

Attachment

FY 2018-19 Recommended Budget



San Mateo
County
Libraries

Fiscal Year 2018–2019

Recommended Budget

Vision

San Mateo County Libraries ignite growth through transformative experiences

Mission

San Mateo County Libraries strengthen our community by creating an inclusive sense of place and environment for learning

Overview

San Mateo County Libraries are incomparable destinations for learning and growth. Each of our twelve libraries is part of a larger family offering worlds of discovery.

People – the unique diversity and complexity of those we serve – inspire and drive our services. We continually assess the needs of our users, responding with thoughtfully designed programs and services that enrich lives and uplift the community.

More than 175,000 community members, or 66% percent of our service population, have library cards, and more than 2.2 million people visit us in person annually. Through innovative outreach and mobile services, enriching experiences are also delivered beyond our library buildings.

We host over 11,000 events each year, curating programming that provides high-quality learning experiences. We are readers and learners at our core, a library tradition we will always embrace as champions of early literacy and exploration at every stage of life.

Our physical and digital collections are always growing and evolving to make the most of every opportunity for innovation and advancement in technology. As one of the largest providers of free internet access in the county, we are equipped with wireless service and hundreds of public computers connected to a 1 Gbps network, and offer laptops, tablets and WiFi hotspots for checkout.



History and Governance

Originally established by the San Mateo County Board of Supervisors in 1912 as a County Free Public Library, the San Mateo County Library Joint Powers Authority (JPA) was established in 1999. The JPA is a separate, independent entity with its own Governing Board, consisting of elected officials from each member. An Operations Committee composed of city and county representatives from each member also provides guidance.

Our service area is comprised of the cities of Atherton, Belmont, Brisbane, East Palo Alto, Foster City, Half Moon Bay, Millbrae, Pacifica, Portola Valley, San Carlos, Woodside, and the unincorporated areas of the county. Approximately 283,000 people live within the boundaries of our service area, which covers 351 square miles.

We are able to deliver high-quality library services in a cost-effective manner through the careful distribution of resources. Internal economies of scale are achieved because support activities are centralized and shared. This reduces duplication and enables resources to be maximized and directed toward service to the public.

San Mateo County Libraries provide unmatched services to our community. We are consistently ranked as one of the best libraries in the nation.



Strategic Plan

Our 2015-2020 Strategic Plan is not only visionary and directional, but also flexible enough to respond to environmental changes over time



Our Goals

We cultivate an active presence and create spaces that support discovery, enrich lives and uplift the community.

This means we will:

- Build and update facilities to create inviting and flexible spaces
- Spot opportunities to deliver services beyond buildings
- Deliver an easily accessible and rich online experience

We are leaders in establishing a foundation for early literacy and supporting exploration and growth at every stage of life.

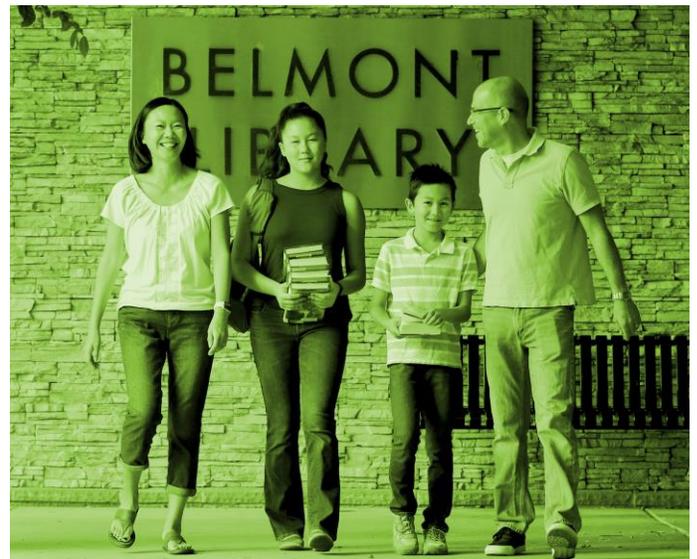
This means we will:

- Engage children and families in high quality, research-based learning experiences
- Bridge the digital divide by building skills and providing access to technology
- Develop creative programs and services that have measurable results
- Grow a culture of learning and participation

We understand needs and promote meaningful library services as solutions.

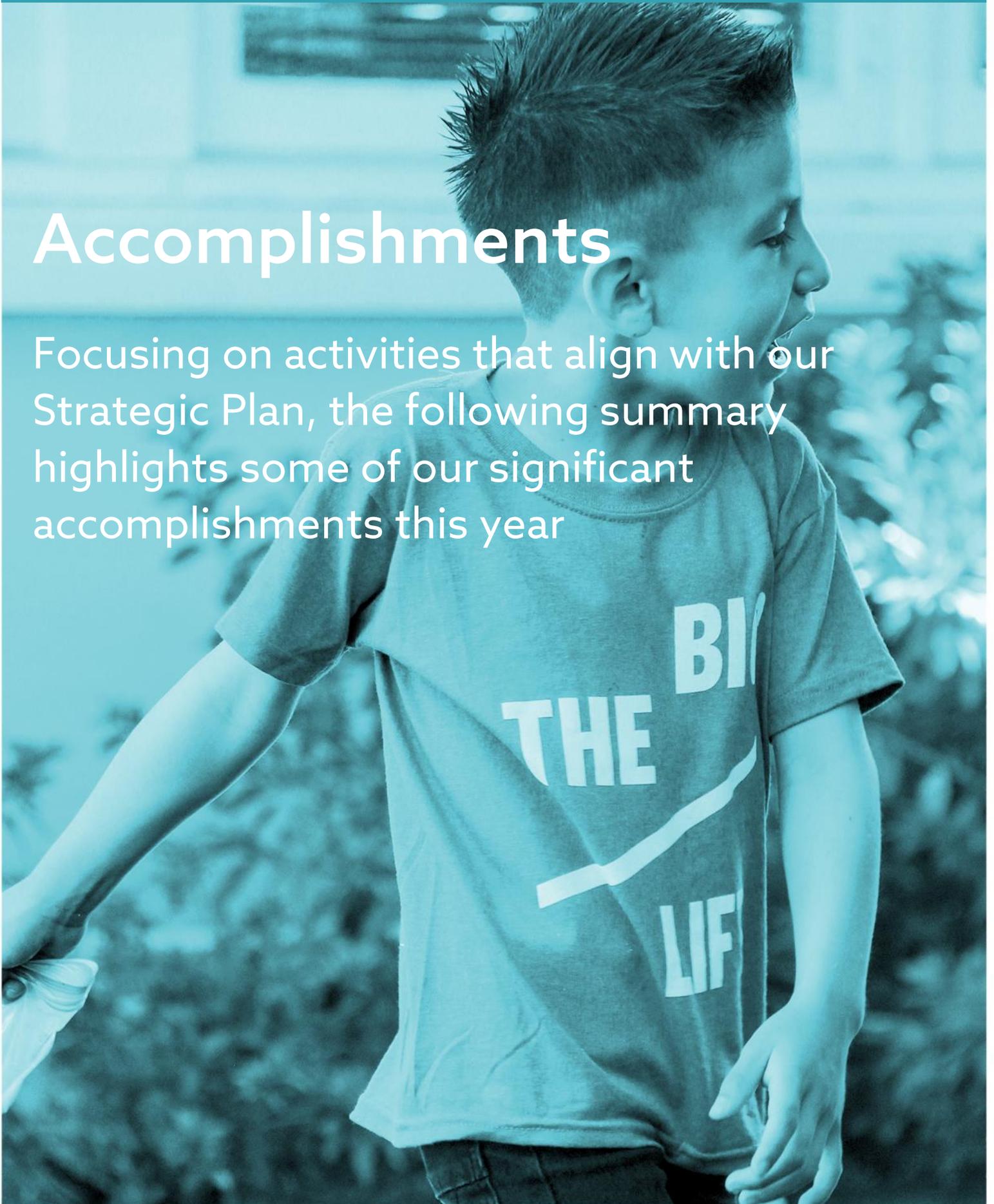
This means we will:

- Understand and align with community goals
- Communicate an inspiring vision and the library's story of impact
- Cultivate library champions who reflect the dynamic environment
- Employ new ways to ensure equitable access



Accomplishments

Focusing on activities that align with our Strategic Plan, the following summary highlights some of our significant accomplishments this year



Our Accomplishments

We Enrich Lives

- Expanded hours at the East Palo Alto Library. The library is now open on Sundays, offering seven-day a week service
- Improved senior access to information and resources and increased social connectedness with our new fine-free library cards for seniors
- Expanded The Big Lift Inspiring Summers Camps to serve 1,478 kindergartners through second graders, at 11 school sites, with engaging STEAM curriculum
- Increased participation in the Summer Learning Challenge to 53,547 youth and families, exceeding our goal of 40,000
- Employed 230 high school and college-aged interns through our summer youth employment initiative
- Served more than 1,000 free meals to children and adults during the winter school break in East Palo Alto
- Energized local civic engagement by offering 48 community conversations throughout our libraries
- Built school partnerships and expanded access to libraries with a state grant that helped us give 4,700 library cards to students
- Transformed wheel-bound outreach by adding four vehicles to connect with community members who are unable to regularly visit our libraries
- Assessed needs and developed a pilot site to test and improve assistive technology services to patrons with disabilities
- Initiated work to analyze local history collections, recommend potential opportunities for storage and digitization, and support community efforts to preserve and increase access to these important resources



We Support Exploration

- Expanded laptop vending machines in our locations, increasing the number of laptops by 84 and offering the public a more flexible and mobile environment
- Increased digital collections, including a streaming video service, Spanish eBooks, and an online learning platform for young children
- Continued to transform maker programming by circulating camera and filmmaking kits, virtual reality carts and laser cutters and related programming
- Grew our afterschool Science Action Club to welcome middle schoolers in four additional communities. Successfully tested in San Carlos, the program offers STEAM-based learning activities in a fun environment
- Collaborated with the San Mateo County Poet Laureate to initiate Spoken Art, a popular new program which connected community members with art and poetry
- Engaged over 2,000 residents in solar eclipse viewing parties and distributed over 9,000 pairs of free eclipse glasses
- Partnered with the San Mateo County Commission on the Status of Women to host a traveling multimedia exhibit that celebrates the San Mateo County Women’s Hall of Fame

- Built on our Maker Space Master Plan to expand programming and inform the design and development of maker spaces in Atherton, Belmont, Brisbane, Foster City, Half Moon Bay, and two outreach vehicles



We Are Leaders

- Recognized as a Star Library for the ninth consecutive year. San Mateo County Libraries rank 3rd in the State and 16th nationwide among similar peer libraries
- Received an Urban Libraries Council Top Innovator Award for The Big Lift Inspiring Summers Program. The system is one of twenty national libraries selected for this award
- Implemented a new tool to improve evaluation practices to share the true impact of library programs and services

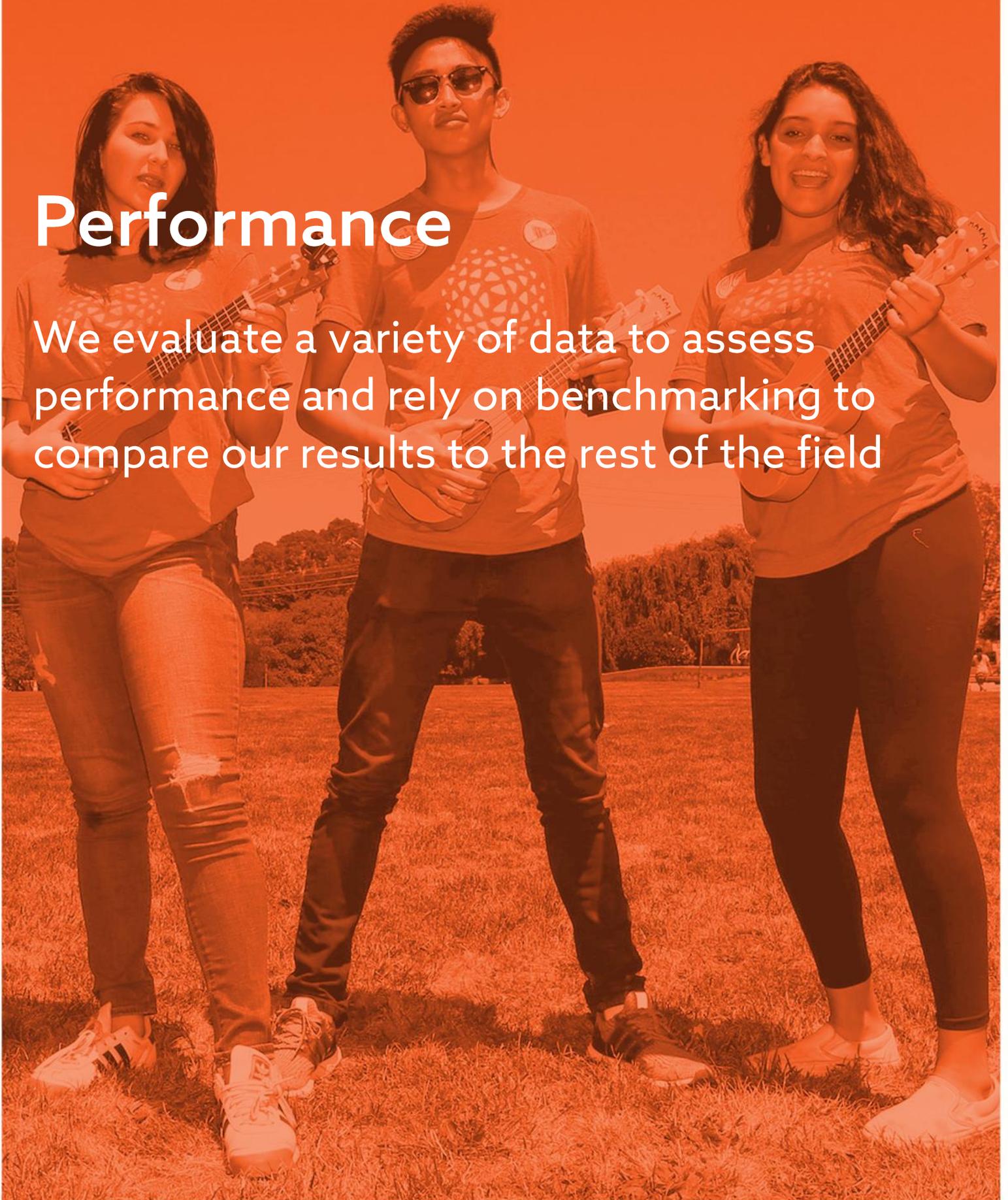
- Inspired our volunteers - of 600 surveyed, 90% of active volunteers are satisfied and would recommend volunteering with San Mateo County Libraries
- Selected as one of ten libraries in the state for a unique grant to build early literacy skills in families. The grant funds training and wearable tech devices that allow parents to track their children's exposure to words
- Received a County Stars Award for our County Office of Sustainability partnership to make Energy and Water Savings Toolkits available for checkout
- Designed a new performance management system that replaced traditional performance reviews with weekly check-ins and pulse surveys to foster positive employee development and improved performance
- Established a working board to create a Library Foundation to increase support for San Mateo County Libraries
- Innovated processes and organizational efficiencies by implementing new purchasing procedures and procurement software and a centralized management system for IT resources
- Approved an amended JPA Agreement and Bylaws which reflect the Board's current values as a system and improve clarity among members

We Create Inviting Spaces

- Addressed coastside community needs by completing construction of the new Half Moon Bay Library
- Finalized design and construction plans for the new Brisbane Library
- Completed plans for the new Atherton Library and opened a temporary library to provide continuous service
- Completed a Needs Assessment for the East Palo Alto Library. This report will be used to inform the next steps in working towards a new library
- Assisted Pacifica City efforts to update the library site analysis and examine alternative service options that would include a new library
- Improved the Library Administration building; upgrades included new paint, carpet, and office furniture
- Enhanced technology and furniture at the Foster City Children's Room thanks to a large donation from Dr. Landucci, a strong library supporter

Performance

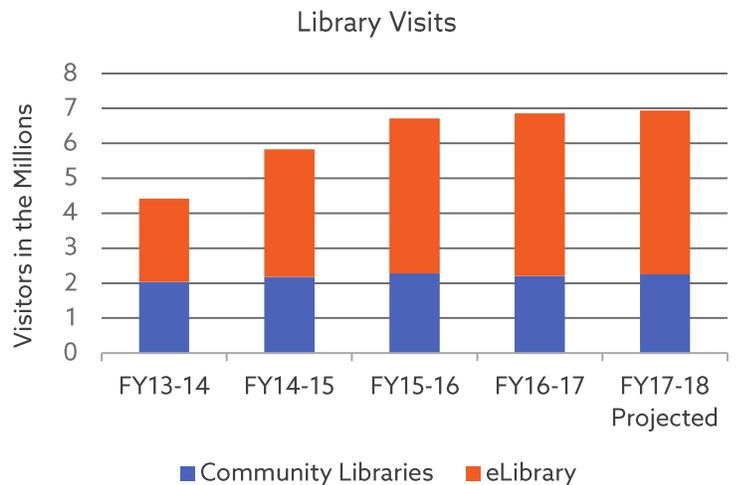
We evaluate a variety of data to assess performance and rely on benchmarking to compare our results to the rest of the field



Our Performance

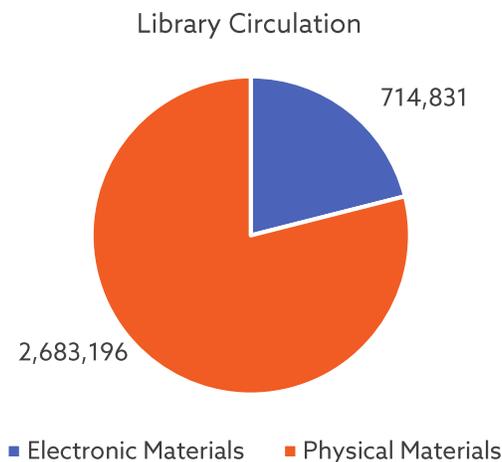
Library Visits

Library visits, in-person and online, show community engagement. In person visits remain strong, while online visits continue to increase. Programs and events positively affect physical visits, as do new buildings and remodels. Our online collections and improved user interfaces increase online visits. We project 8.5 in-person visits compared to 3.8 per capita at peer libraries. We anticipate 17.8 online visits per capita this year, four times that of our peer library average.



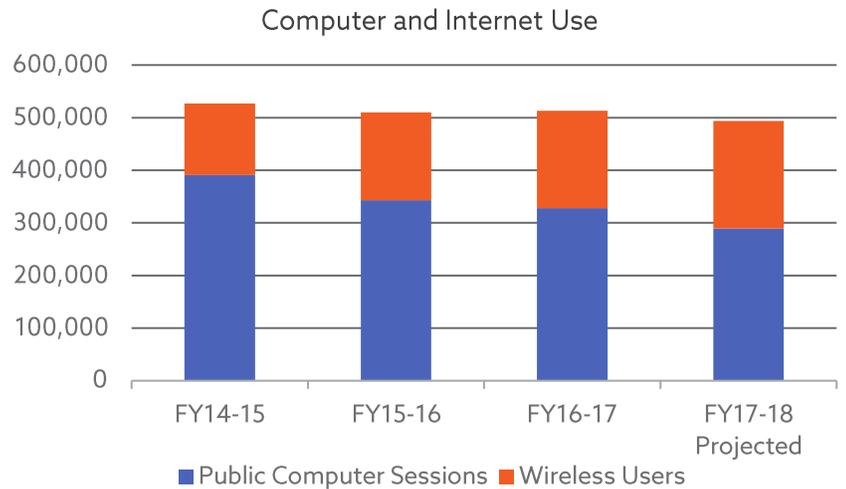
Library Circulation

Circulation of physical and digital library materials are traditional indicators for libraries. Fine-free youth and senior library cards, the popularity of WiFi hotspots and laptops for use in and outside of our libraries; and growth in the use of digital collections, positively influence collection use. With a projected circulation of 3.5 million, or 13.7 items per capita, we compare favorably to similarly sized libraries, which averaged 6.4 items per capita last year.



Technology Use

Libraries have a proud tradition of ensuring equitable access to information and resources and San Mateo County Libraries is committed to closing the digital divide. People increasingly check out library laptops or use their own devices at our libraries. Public computer sessions are projected to drop to 289,000, while WiFi use is projected to grow, with 204,000 unique users projected.



Library Champions

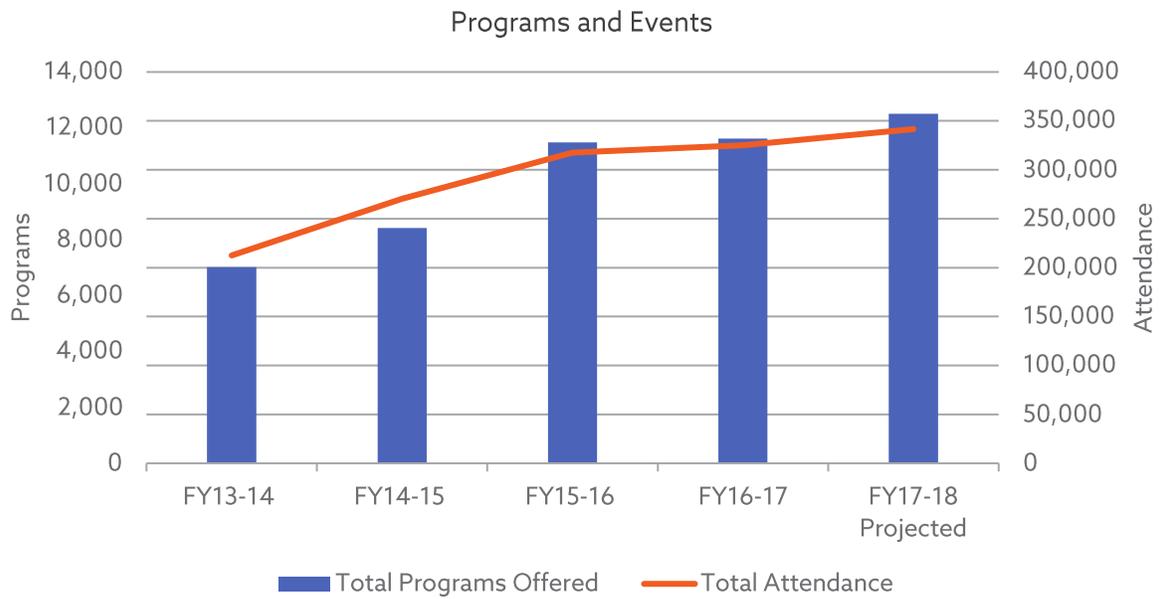
San Mateo County Libraries staff is dedicated and actively engaged in providing meaningful library services. This year, 94% reported enjoying the work that they do, and 96% believe we provide excellent services. Customer and employee satisfaction are closely tied, and overall our users are very happy. Customer survey results indicate that 90% of patrons surveyed report being satisfied with their library experiences. Additionally, our volunteers are satisfied with their experiences and impact, with 90% reporting that they would recommend volunteering to others.





Programs and Events

Library programs and events, from baby sign language and STEAM fairs to small business development and the Holi Festival, continue to grow. The Summer Learning Challenge, increased efficiencies in organization-wide programming and staff responsiveness to community needs are driving this growth. We welcomed four times the number of program attendees than our comparative peer libraries do.



Recommended Budget

Our annual budget serves as a financial plan, operations guide, and communications tool

Budget Background

The annual budget details the operations, projects, and initiatives for San Mateo County Libraries and distributes resources designed to meet performance and service objectives. Input is sought from staff, JPA members, and community stakeholders in order to respond to community needs and optimize resources with the goal of providing meaningful services.

The budget is prepared on the modified accrual basis of accounting in which revenue is recognized when it is both measurable and available, and expenditures are recorded when they are incurred. Total expenditures may not exceed the budgeted expenditures, and the budget lapses at the end of each fiscal year. The fiscal year begins July 1 and ends June 30.

Approval of the annual budget is the responsibility of the Library JPA Governing Board. The budget is legally enacted through passage of a motion during a Board meeting, followed by approval from the San Mateo County Board of Supervisors.

Our Priorities

Through the budget process we establish ambitious initiatives that align with our Strategic Plan. The following priorities will be continued and introduced this year to improve outcomes and strengthen our community:

- Implement a new customer care model, enriching public experiences with our libraries
- Grow and support an inclusive community of learners and makers by implementing the Makerspace Master Plan
- Continue efforts to build and update libraries and celebrate our rich history
- Innovate green practices and sustainability efforts in our buildings, policies, and activities
- Invest in our future success—finalize the JPA Agreement, build the library foundation, and fortify existing partnerships
- Make summer learning boundless and inspiring for all
- Study opportunities for the library to better promote racial and social equity in our communities
- Cultivate our library champions who reflect our dynamic environment to foster employee and volunteer engagement

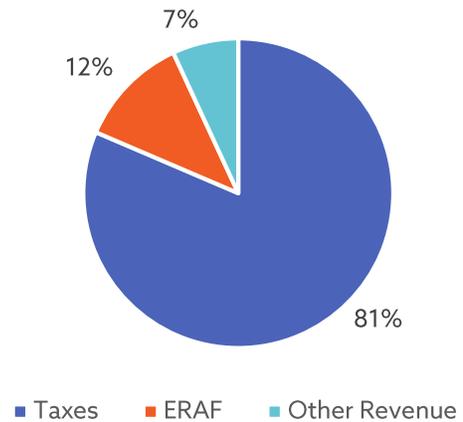
Revenues Summary

The primary source of revenue is property tax. Designated as a special district, San Mateo County Libraries are entitled to receive a small portion of the property tax collected within the boundaries of the service area.

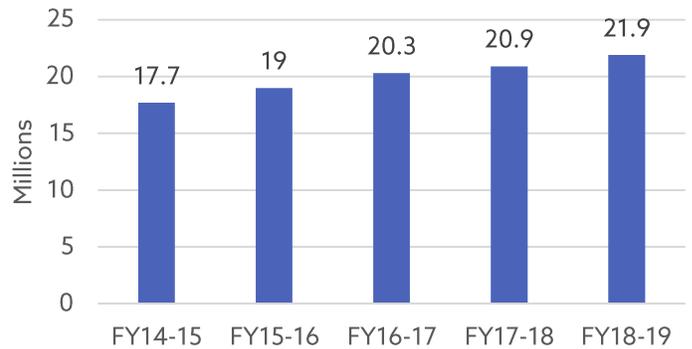
Revenue from secured property taxes is estimated to increase by approximately 5%. Revenue from secured property taxes (taxes assessed against real property) is estimated at \$20.9 million, and unsecured taxes (taxes on aircraft and commercial equipment largely generated from businesses at San Francisco International Airport) are estimated at \$978,690.

Other sources of revenue include grants, fines, donations, revenue resulting from the dissolution of redevelopment agencies (RDA), and excess Educational Revenue Augmentation Funds (ERAF). Projected RDA revenue of \$1 million and anticipated excess ERAF of \$3.5 million is included in the Recommended Budget. Due to the potential unpredictability of ERAF funding, the Governing Board has authorized the use of excess ERAF for one-time purposes or set aside in reserves.

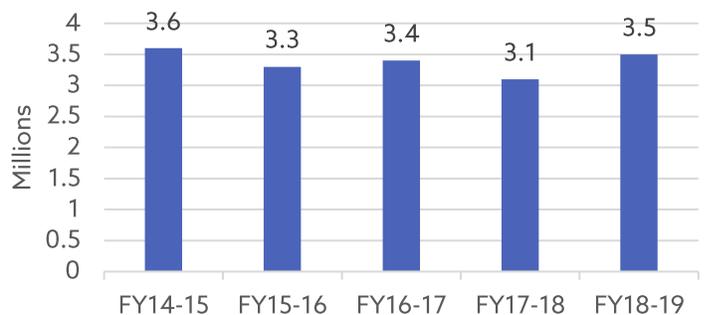
FY 2018-19 Budgeted Revenue



Property Tax Growth



Excess ERAF



Expenditures Summary

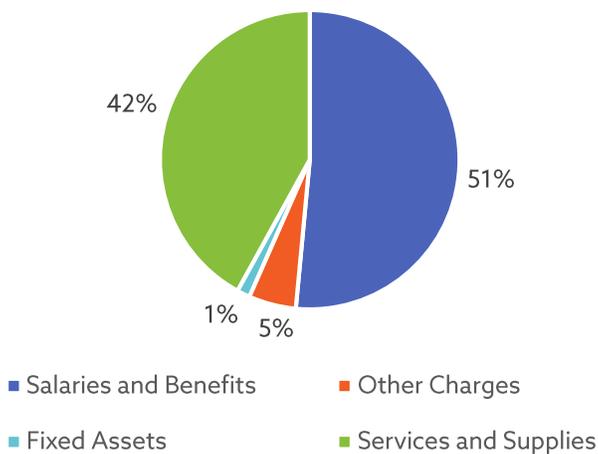
Labor costs are the largest contributor to ongoing expenditures. All San Mateo County Libraries staff are employees of the County of San Mateo. All non-management permanent staff, Extra Help, and term employees are represented by SEIU. The current MOU is set to expire in October 2018.

The total number of authorized positions is 122 and total full-time equivalent (FTE) is 110.4. Extra Help and term staff are not reflected in the Total FTE or Position Count.

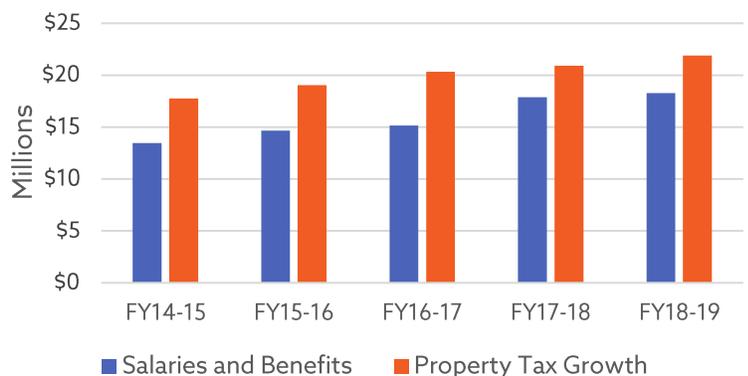
The San Mateo County Employees' Retirement Association (SamCERA) is the public pension system that provides service retirement, disability, and death benefits to plan members and beneficiaries. These pensions are financed through a combination of employee and employer contributions and investment earnings managed by SamCERA. Any deficit in the fund to meet these defined obligations is called an unfunded pension liability. The County's funded ratio under SamCERA is approximately 84%.

In order to meet its pension obligation to existing employees and retirees, the retirement contribution funded by San Mateo County Libraries in FY 2018-19 is \$2.8 million. We pay \$45,706 per year in addition to the prepayment of the unfunded pension liability.

FY 2018-19 Budgeted Expenditures



Salaries and Benefits and Property Tax Growth



General Operations

Net Appropriations total \$35,477,094 and include those activities that represent ongoing day-to-day operations. The system's most significant operational expenditures in the FY 2018-19 Recommended Budget include:

- Ongoing salary and benefit costs associated with regular employees and Extra Help positions are \$18,265,697
- Collections consisting of print materials, audio and video materials, online databases, and digital materials (e.g., eBooks, eAudiobooks, eMagazines, eMusic, and eVideos). The total appropriation for collections is \$2,530,800
- Budgeted library property tax revenue set aside for Donor Fund purposes: \$1,400,000 for Atherton Library, \$65,000 for Portola Valley Library, and \$400,000 Woodside Library
- Costs associated with indirect services, such as telephone, insurance, maintenance, and A-87 cost reimbursement charges for services provided by the County, (e.g., human resources and payroll support) total \$1,804,314
- Costs associated with support provided by the Peninsula Library System, such as delivery service, oversight of the shared online library catalog, and costs related to maintenance agreements, are \$1,238,402
- Revenue distributed to Redwood City to provide services to the North Fair Oaks Community and to Daly City to provide services to Colma and Broadmoor totals \$680,000
- Information Technology equipment and software totals \$331,525 and supports computer management of public computers, printing and wireless services



One-Time Activities

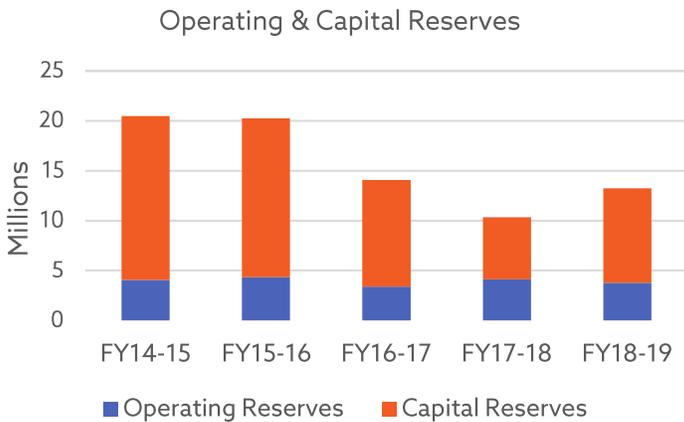
Staff is recommending a total of \$10,307,063 to support one-time enhancements. The budget utilizes excess ERAF revenue, excess Fund Balance, Capital Reserves, and County Measure K funds in FY 2018-19 for the purchase of equipment, materials, and activities that improve the delivery of library services. Highlights include:

- Technology improvements ensure the digital needs of library users are being met. Activities include replacement of all automated material handling systems, equipment for implementing the Maker Space Master Plan, expanding the Laptop Anytime program, maintaining WiFi hotspots, implementing assistive technology, increasing availability of ABC Mouse backpacks, network improvements and replacing equipment. The total enhancement is \$3,034,150
- Extra Help, paid interns, and seven limited-term employees will support new programs and projects. Activities include out-of-school programs, performance measurement and program evaluation, public relations and marketing efforts, purchasing process facilitation, fundraising and grant work, and implementation of information technology initiatives. The total request is \$1,760,421
- Learning and literacy enhancements expand opportunities for adults, teens, children, and families. Exciting programs include summer learning, month of the young child, and sustainability among others. \$1,110,540 has been included to support these outreach projects
- In order to respond to public demand, increase print materials, digital resources, and world language materials for all ages. Specific collection efforts include supporting local projects to preserve and share local history and the creation of book rich environments. The total enhancement is \$1,330,800
- To create dynamic spaces and improve the appearance and functionality of library spaces, one-time money will go toward facility projects. Activities include opening the new Brisbane Library, realizing maker spaces, and continuing to address facility needs in East Palo Alto and Pacifica. \$1,049,000 has been included to support these projects

Reserves

We maintain Operating Reserves in an amount equal to no less than 15% of adopted General Operating Appropriation (Net Appropriations excluding one-time activities), as detailed in the JPA Fund Balance Policy. This contingency is maintained in the event of emergencies, unanticipated funding losses, and one-time opportunities to stabilize current operations.

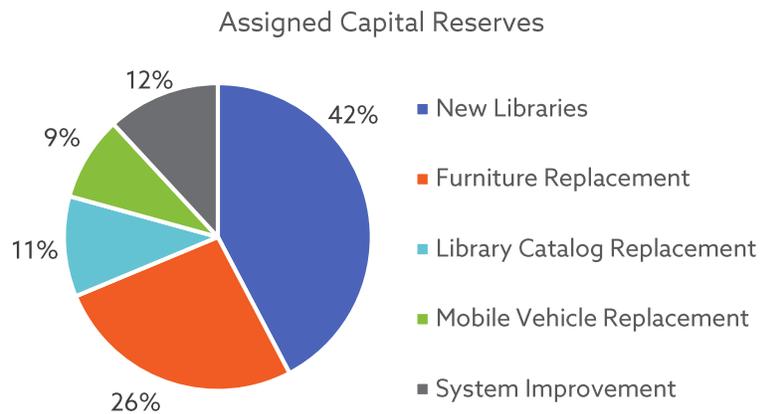
The FY 2018-19 Recommended Budget meets the goal established for Operating Reserves by setting aside \$3,775,505.



The Budget maintains Capital Reserves in an amount equal to no less than \$2,500,000 as required by the Fund Balance Policy. These funds may be used to address innovative opportunities related to operational improvements and asset replacement needs as approved by the Governing Board.

The FY 2018-19 Recommended Budget exceeds the goal established for Capital Reserves as identified in the Fund Balance Policy with a total of \$9,460,081.

Any additional Capital Reserves are assigned to ensure sufficient funding for anticipated projects and activities that are financially significant. Refinement of these assignments may take place over time to ensure sound fiscal management, to be responsive to evolving service needs, and to recognize potential fluctuations in the availability of revenue.



The growth of reserves can be primarily attributed to excess ERAF which has allowed us the opportunity to implement one-time activities included in the budget. Given our reliance on property taxes, the accumulation of Reserves also provides a safety net in lean fiscal years.

The Recommended Budget proposes the use of \$2,870,255 in Capital Reserves to support one-time enhancements as outlined in One-Time Activities.

Budget Overview

The Budget Overview highlights significant changes from the FY 2017-18 Adopted Budget to the FY 2018-19 Recommended Budget by major classification category for both revenue and expenditures.

Total Sources

Taxes (\$26,554,011 to \$27,953,243): There is an increase of \$1,399,232 in this funding source due primarily to projected growth of property tax revenue, and amounts anticipated from excess ERAF.

Charges for Services (\$124,000 to \$99,000): There is a reduction of \$25,000 in this funding source due to a reduction in amounts collected from fines. Policy changes, including fine-free cards for youth and seniors and food for fines allows greater community access to information and resources.

Miscellaneous Revenue (\$2,564,032 to \$1,541,961): There is a decrease of \$1,022,071 in this funding source due primarily to a decrease in The Big Lift Inspiring Summers revenue.

Fund Balance (\$22,188,093 to 18,687,749): There is a decrease of \$3,500,344 in this funding source. Fund Balance reflects the carry forward of reserves, unanticipated revenues and

unspent appropriations projected at the close of the current fiscal year. The decrease reflects, in part, the use of Reserves in FY 2017-18 to support one-time activities. After June 30, a final reconciliation is completed to account for actual revenue and expenditures, and Fund Balance is adjusted at that time.

Total Requirements

Salaries and Benefits (\$17,781,315 to \$18,265,697): There is an increase of \$392,321 in this expenditure category due to additional costs associated with hourly permanent positions and increased costs associated with the County Retirement Contribution. The total number of authorized positions remains 122.

Services and Supplies (\$32,433,123 to \$34,372,533): There is an increase of \$1,939,410 in this expenditure category due primarily to IT and collection enhancements, increased costs associated with PLS, and funding to support service initiatives. The collections and materials budget totals \$2,530,800. PLS costs include materials delivery, the shared online library catalog, and costs related to databases and equipment maintenance agreements, totaling \$1,248,402. Support costs transferred to each of the branch libraries total \$19,478,237. The corresponding transfer of these costs is described below in Intrafund Transfers.

Other Charges (\$1,927,408 to \$1,804,314): There is a decrease of \$123,094 in this expenditure category. This expenditure category represents utilities, maintenance, insurance, and costs associated with services provided by the County for activities including human resources and payroll support, as well as contributions to Redwood City for services provided at the Fair Oaks Library and to Daly City for services provided on behalf of residents of unincorporated Broadmoor and Colma, and totals \$680,000.

Fixed Assets (\$500,000): The costs associated with fixed assets remain the same due to the roll-over of funds from the prior year to purchase a Play Mobile and Mobile Maker Lab. Fixed assets are tangible assets valued at \$5,000 or greater.

Intrafund Transfers (\$17,340,865 to \$19,478,237): There is an increase of \$2,137,372 in Intrafund Transfers. Intrafund Transfers show the expenditure transfers between operations within the same fund/budget. In the case of the San Mateo County Libraries, Intrafund Transfers are used to reflect support costs that are distributed to each of the branch libraries. The distribution of these costs is based on a formula representing three equally weighted factors including circulation and walk-in use, property tax revenue, and population. Support costs include services provided by

the following divisions: Administration and Financial Services, Communications, Access Services, IT, Youth and Family Services, and Programming and Outreach.

Operating Reserves (\$4,119,737 to \$3,775,505): There is a decrease of \$344,232 to meet the Fund Balance Policy. As detailed in the policy, the balance of Operating Reserves represents 15% of Net Appropriations (less one-time items). This contingency is maintained in the event of economic uncertainties, emergencies, and unanticipated funding losses. Excess ERAF is a significant factor in the growth of Operating Reserves and a key driver in the ability to make major one-time purchases.

Capital Reserves (\$12,330,336 to \$9,460,081): There is a decrease of \$2,870,255 in this expenditure category due to one-time purchases. In order to preserve the system's capital assets, funding allocated for projects and activities that have been determined financially significant enough to be separated and/or anticipated in the future are maintained in the Capital Reserves Budget.

Budget Summary View

		FY 2016-17 Actuals	FY 2017-18 Adopted	FY 2018-19 Change	FY 2018-19 Recommended
Sources					
1000	Taxes	26,392,340	26,554,011	1,399,232	27,953,243
1500	Use of Money and Property	199,092	121,000	4,000	125,000
1600	Intergovernmental Revenue	210,325	163,000	(2,628)	160,372
2000	Charges for Services	197,186	124,000	(25,000)	99,000
2500	Interfund Revenue	471,180	141,442	3,913	145,355
2600	Miscellaneous Revenue	1,990,960	2,564,032	(1,022,071)	1,541,961
Total Revenue		29,461,082	29,667,485	473,855	30,024,931
333	Fund Balance	20,265,405	22,188,093	(3,500,344)	18,687,749
TOTAL SOURCES		49,726,487	51,855,578	(3,142,898)	48,712,680
Requirements					
4000	Salaries and Benefits	15,148,001	17,873,376	392,321	18,265,697
5000	Services and Supplies	23,346,536	32,433,123	1,939,410	34,372,533
6000	Other Charges	1,559,022	1,927,408	(123,094)	1,804,314
7000	Fixed Assets	136,603	500,000	0	500,000
7500	Other Financing Uses	12,352	12,463	324	12,787
Gross Appropriations		40,202,514	52,746,370	2,208,961	54,955,331
8000	Intrafund Transfers	(12,664,119)	(17,340,865)	(2,137,372)	(19,478,237)
Net Appropriations		27,538,395	35,405,505	71,589	35,477,094
8500	Operating Reserves	3,381,062	4,119,737	(344,232)	3,775,505
8700	Capital Reserves	18,807,030	12,330,336	(2,870,255)	9,460,081
TOTAL REQUIREMENTS		49,726,487	51,855,578	(3,142,898)	48,712,680
Position Count		121	122	0	122
Funded Full-Time Equivalent		110.25	110.25	0.15	110.40

Budget Summary Detail

		FY 2016-17 Actuals	FY 2017-18 Adopted	FY 2018-19 Change	FY 2018-19 Recommended
Sources					
1021	Current Yr Secured	19,351,381	19,929,000	996,450	20,925,450
1024	PY Secured Redemption	5,849	7,000	0	7,000
1031	Current Yr Unsecured	988,977	969,600	9,090	978,690
1033	Prior Yr Unsecured	(12,460)	0	0	0
1041	CY SB 813 Sec Supplemental	721,820	550,000	0	550,000
1042	CY SB 813 Unsec Supplemental	24,193	5,000	0	5,000
1043	PY SB 813 Redemption	8,406	5,000	0	5,000
1045	PY SB 813 Unsec Supplemental	1,936	0	0	0
1046	ERAF Rebate	3,398,836	3,100,000	400,000	3,500,000
1047	Former RDA -Residuals	789,100	600,000	0	600,000
1058	Former RDA Passthrough	526,089	400,000	0	400,000
1129	Property Tax In-Lieu of VLF	183,164	183,164	0	183,164
1135	Sales & Use Tax -Measure K	405,048	805,247	(6,308)	798,939
1000	Taxes	26,392,339	26,554,011	1,399,232	27,953,243
1521	County Pool Interest Earned	178,855	110,000	0	110,000
1525	LAIF Interest Earned	15,237	6,000	4,000	10,000
1556	County Land/Bldg Rentals	5,000	5,000	0	5,000
1500	Use of Money and Property	199,092	121,000	4,000	125,000
1661	Highway Property Tax Rental	1,729	600	0	600
1831	Homeowner Tax Relief	99,733	105,000	0	105,000
1868	Timber Tax Yield	3,195	2,000	0	2,000
1871	State Aid	105,244	55,000	(2,628)	52,372
1971	Other In-Lieu Taxes	424	400	0	400
1600	Intergovernmental Revenues	210,325	163,000	(2,628)	160,372

		FY 2016-17 Actuals	FY 2017-18 Adopted	FY 2018-19 Change	FY 2018-19 Recommended
2291	Library Fees & Fines	172,798	100,000	(25,000)	75,000
2451	Misc Services to Cities	24,388	24,000	\$0	24,000
2000	Charges for Services	197,186	124,000	(25,000)	99,000
2521	IFR - General Fund	140,504	141,442	3,913	145,355
2538	IFR - Library Fund	330,676	0	0	0
2500	Interfund Revenue	471,180	141,442	3,913	145,355
2631	Sale of Literature	3,121	3,000	0	3,000
2644	Insurance Refunds	15,636	0	0	0
2645	SDI Payments	4,553	0	(5,000)	5,000
2646	Gifts & Donations	26,917	419,032	(419,032)	0
2647	Misc. Reimbursements	212,473	246,000	0	246,000
2655	Other Foundation Grants	104,068	0	0	0
2658	All Other Misc Revenue	1,624,192	1,886,000	(598,039)	1,287,961
2600	Miscellaneous Revenue	1,990,960	2,564,032	(1,022,071)	1,541,961
	Total Revenue	29,461,082	29,667,485	357,446	30,024,931
333	Fund Balance	20,265,405	22,188,093	(3,500,344)	18,687,749
	TOTAL SOURCES	49,726,487	51,855,578	(3,142,898)	48,712,680
Requirements					
4111	Permanent Salaries	9,075,642	10,017,613	141,093	10,158,706
4160	Extra Help Salaries and Benefits	2,367,411	3,342,261	460	3,342,721
4321	Retirement Contribution	2,214,464	2,638,260	180,743	2,819,003
4400	Benefits	1,371,684	1,762,059	57,604	1,819,663
4450	Wkr Comp/Unemployment	118,800	113,183	12,421	125,604
4000	Salaries and Benefits	15,148,001	17,873,376	392,321	18,265,697

		FY 2016-17 Actuals	FY 2017-18 Adopted	FY 2018-19 Change	FY 2018-19 Recommended
5184	Donor Fund Rev Set Aside	2,337,259	1,800,000	65,000	1,865,000
5193	Office Supplies	219,600	125,000	84,000	209,000
5194	Books and Literature	418	2,000	(2,000)	0
5196	Photocopy Lease/Usage	14,044	15,000	20,000	35,000
5197	Mailing	3,918	7,500	2,500	10,000
5198	Donations Funded Services	45,039	152,623	(2,996)	149,627
5199	Friends Funded Services	188,851	246,000	0	246,000
5212	Computer Equipment	997,766	1,751,097	946,216	2,697,313
5215	Software and Maintenance	112,781	876,750	(172,925)	703,825
5234	Furniture and Equipment	265,878	2,294,387	(970,387)	1,324,000
5331	Memberships	35,451	12,000	28,000	40,000
5343	Advertising and Publicity	3,792	4,000	0	4,000
5426	Equipment Maintenance	4,388	5,700	(700)	5,000
5455	Facilities Maintenance	38,222	10,000	15,000	25,000
5457	Landscaping	0	5,000	(5,000)	0
5459	Misc. Other Maintenance	0	10,000	24,000	34,000
5483	Custodial	29,547	30,000	0	30,000
5631	Utilities	27,261	30,000	0	30,000
5634	Recycling	5,736	5,300	4,700	10,000
5635	Water Service	4,482	5,000	0	5,000
5712	Mileage Allowance	12,058	12,100	0	12,100
5721	Meetings and Conferences	135,130	225,000	25,000	250,000
5722	Employee Reimbursement	29,322	25,000	0	25,000
5854	Contract Library Services	124,225	155,000	20,000	175,000
5856	Promotional Materials	91,835	227,500	0	227,500
5858	Professional Contracts	349,650	880,022	91,917	971,939
5866	Fingerprinting	34,844	50,000	50,000	100,000
5872	Cost Applied	12,664,119	17,340,954	2,137,283	19,478,237
5875	Interagency Agreements -PLS	877,214	1,096,790	151,612	1,248,402

		FY 2016-17 Actuals	FY 2017-18 Adopted	FY 2018-19 Change	FY 2018-19 Recommended
5876	Programming Services	194,209	0	10,000	10,000
5926	Alcohol/Drug Testing	392	500	0	500
5927	Program Activities	261	900,000	(107,000)	793,000
5931	Books -Adult	423,573	445,000	(93,000)	352,000
5932	Books -Children	398,002	560,000	(88,000)	472,000
5933	Videos -Children	376,164	58,000	1,000	59,000
5934	Books -Serials	39,791	165,000	(16,000)	149,000
5936	Audio Materials	115,140	75,000	20,800	95,800
5937	Videos -Adult	251,358	166,000	3,000	169,000
5938	Digital Materials	1,353,990	950,000	56,000	1,006,000
5939	World Language Materials	280,215	220,000	8,000	228,000
5942	Other Library Expense	682,823	1,127,900	(366,610)	761,290
5969	Summer Learning -Measure K	405,406	366,000	0	366,000
5000	Services and Supplies	23,346,536	32,433,123	1,939,410	34,372,533
6263	Redwood Cty, Daly Cty Contrib	641,975	625,000	55,000	680,000
6265	Misc. Other Contributions	0	1,000	(1,000)	0
6712	Telephone Service Charges	55,279	100,000	0	100,000
6713	Automation Services -ISD	142,840	98,719	3,195	101,914
6714	County Facility Rental Charges	127,546	128,979	3,589	132,568
6715	Facilities Maintenance Charges	0	5,000	(5,000)	0
6717	Motor Vehicle Mileage Charges	52,213	113,812	(37,569)	76,243
6724	Auto Liability Insurance	724	1,873	(1,152)	721
6725	General Liability Insurance	89,018	96,139	2,884	99,023
6727	Official Bond Insurance	3,108	3,356	100	3,456
6728	County Property Insurance	33,931	36,691	2,935	39,626
6733	Human Resources Services	4,072	4,072	0	4,072
6734	Motor Vehicle Replace Charge	744	4,606	(744)	3,862
6738	Countywide Security Services	14,817	40,791	(1,983)	38,808
6739	Card Key Public Works	0	0	5,751	5,751
6821	A-87 Expense	392,756	667,370	(149,100)	518,270
6000	Other Charges	1,559,022	1,927,408	(123,094)	1,804,314

		FY 2016-17 Actuals	FY 2017-18 Adopted	FY 2018-19 Change	FY 2018-19 Recommended
7331	Fixed Assets -Equipment	136,603	500,000	0	500,000
7000	Fixed Assets	136,603	500,000	0	500,000
7548	Facility Maintenance Charge	12,352	12,463	324	12,787
7500	Other Financing Uses	12,352	12,463	324	12,787
	Gross Appropriations	40,202,514	52,746,370	2,208,961	54,955,331
8142	Intrafund Transfers	(12,664,119)	(17,340,865)	(2,137,372)	(19,478,237)
8000	Intrafund Transfers	(12,664,119)	(17,340,865)	(2,137,372)	(19,478,237)
	Net Appropriations	27,538,395	35,405,505	71,589	35,477,094
8611	Operating Reserves	3,381,062	4,119,737	(344,232)	3,775,505
8811	Capital Reserves	18,807,030	12,330,336	(2,870,255)	9,460,081
8700	Total Reserves	22,188,092	16,450,073	(3,214,487)	13,235,586
	TOTAL REQUIREMENTS	49,726,487	51,855,578	(3,142,898)	48,712,680