SANTA CLARA COUNTY LIBRARY DISTRICT STRATEGIC PLAN EXTERNAL RESEARCH REPORT

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PREPARED BY

CONSTRUCTIVE DISRUPTION, PORTLAND, OREGON

OVERVIEW

This Report provides an in-depth digest of the research, external data collection, and related analysis done in support of creation of the 2023-2028 Strategic Plan of the Santa Clara County Library District. The planning process was facilitated by Constructive Disruption, in collaboration with District staff, community members, and community leaders over the course of six months in 2022.



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METHODOLOGY

Methodology

The Constructive Disruption team deployed a range of strategies and tactics to support the development of the strategic plan. This portion of the report reviews the overall approach to the research and data collection, followed by a summary of the specific strategies and tactics used.

Multiple methods for robust results

Constructive Disruption applied multiple data collection methods:

- background research;
- a community survey;
- in-location independent engagement opportunities for patrons;
- community and staff focus groups;
- town halls; and,
- interviews with individuals.

Triangulation of data is the use of a variety of sources so that research conclusions are robust and fully informed.

These multiple methods and their respective

analytic components provide for a triangulation

of data, in support of an informed, data-based foundation for the creation of the Santa Clara County Library District Strategic Plan.

Community members had many opportunities to participate, and had multiple *ways* to participate. By engaging the community in so many different ways, Constructive Disruption and the District embraced the idea that residents have an authentic voice in shaping the future of the District and their local library locations.

Data collection and community engagement was done in person and virtually, since each format provides advantages to community members when participating in the process. Additionally, the different formats for community participation provided a range of options for community members to share their insights, ideas, and expertise.

Strong community and library staff participation is a cornerstone of a strategic planning process that leads to a plan that has resonance for all involved. A

by-product of this approach is that its highly collaborative, strengthening existing relationships across the staff and community while also creating opportunities to forge new connections.

The SOAR Method, an asset-based approach

The **S**trengths, **O**pportunities, **A**spirations, **R**esults (SOAR) Method is a strategic planning tool that focuses an organization on its current strengths and vision of the future for developing its strategic goals.

Strengths	Opportunities	Constructive Disruption took an asset-based approach to collecting insights and input from both District staff and community members using the Aspen Institute's SOAR method.
Aspirations	Results	SOAR engages at all functional areas of an organization, focusing on what is currently done well rather than concentrating on perceived threats and/or weaknesses (as is the case with the SWOT method).

The Aspen Institute *Communications and Society Program* collaborated with the Bill & Melinda Gates Foundation to create the Aspen Institute Dialogue on Public Libraries to help advance the work that public libraries are doing to address community challenges and to advance how public libraries connect with their communities and support their evolution in the digital age.

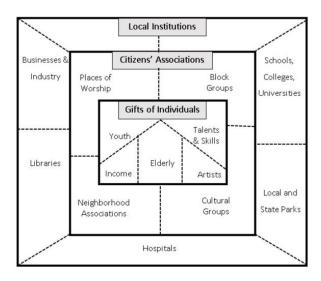
Community Mapping, an Asset-Based Community Development (ABCD) technique

Constructive Disruption facilitated the mapping of District communities with library staff. This involved taking an inventory of assets across all segments of District communities, focusing on local institutions, resident associations, and the gifts of individual people.

In community mapping the District, Constructive Disruption and the library staff assessed the resources, skills, and experience that would inform the next strategic plan.

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This approach supports the empowerment of people in a community by providing them a voice in the planning process. It also helps to ensure widespread representation across the District and in each member community, as it intentionally asks those participating in the mapping process to reach beyond those groups and individuals most commonly included. The community mapping process was used multiple times in the planning process.



Community mapping is a strategy that comes from an asset-based community

development framework developed at the Institute for Policy Research at Northwestern University.

Town Halls: International Association of Public Participation (IAP2) Spectrum of Public Participation

The Spectrum of Public Participation is rooted in the Core Values of the IAP2, which state that those affected by a decision have the right to be involved in the decision-making process; that we must seek and facilitate the participation of those most impacted; that the public's participation in the process will influence the decision; and that it will be clearly communicated to participants how their input affected the decision.

These core values shaped each of the seven community town halls, two of which were in-person in Milpitas and Gilroy with the remaining five virtual, and the ten library staff town halls, all of which were held virtually.

Each town hall was crafted with a clear intention for participation, ranging least frequently with the Inform Public Participation Goal to most frequently in the Involve and Collaborate Goals. An image of the Spectrum can be found on the following page.

IAP2 Spectrum of Public Participation



IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.		To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands o the public.
We will keep you informed. We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.		We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.	

Background Research

Constructive Disruption made use of the following resources to learn about the Library District and the communities it serves.

U.S. Census Bureau American Community Survey

The American Community Survey (ACS) is a demographics survey program conducted by the U.S. Census Bureau. It is the largest household survey that the Bureau administers.

U.S. Department of Housing and Urban Development (HUD)

HUD's Office of Policy Development and Research (PD&R) is responsible for maintaining current information on housing needs, market conditions, and existing programs, as well as conducting research on priority housing and community development issues.

Santa Clara County Library District Organizational Chart, 2021

Key Findings from the 2019 Patron Satisfaction Survey Report, 2019

The Santa Clara County Library District (SCCLD), in partnership with Harder+Company Community Research assessed overall satisfaction with library services and sought recommendations for improving facilities, the timing of programs and services, collections and library access.

Santa Clara County Library District Strategic Workplan Vision, Strategies and Priority Projects. (2018 & 2019-2020 editions)

Santa Clara County Library District Year-End Services Report, 2019-2020

Santa Clara County Library District JPA Budget & Plans

These include Operating Budget, Capital Maintenance Plan, and Technical Plan

Santa Clara County Library District Strategic Plan, 2008

Focus groups & individual interviews

Focus groups and individual interviews were facilitated using the Aspen Institute's SOAR method. Focus groups and interviews used interactive tools to engage participants through a variety of techniques. Data collected through these techniques, along with outcome statements made collaboratively by the groups, provided a basis for abstracting themes that spanned the groups.

The Methodology summary (pp. 5-8) provides an overview of the framework for these qualitative engagements. Below is an overview of the logistics of participant selection.

Participant selection logistics

The participants in external focus groups were identified using community mapping, a process that draws upon an organization's internal expertise to identify individuals across an entire community who represent well that community or segments thereof. The SCCLD staff mapped their communities, and this provided the basis for outreach for focus group and individual interviews. By its very nature this approach supports diversity and inclusion, so that focus group and interview engagement methods capture voices that represents as many segments of the community as possible.

The original round of community mapping to determine the focus groups and interview subjects was done via an online form. Twenty-six Santa Clara County Library staff members provided their expertise: Morgan Hill (5 participants), Saratoga (5 participants), Los Altos (5 participants), Cupertino (5 participants), and Milpitas (6 participants). This staff exercise gave Constructive Disruption consultants a library perspective of each community, and sufficient comprehension of neighborhood assets and community needs, revealing which non-library users may be absent from library discussions. From that local-level base of knowledge, library leadership prioritized community participants, and set focus groups and interviews.

Focus groups included:

- Library Foundations
- Friends of the Library
- City Commission Chairs
- Los Altos City Staff

- Resilient Families Gilroy
- Gilroy Early College Academy
- California DECA, Gllroy

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Interviews included:

- Liang Chao, Santa Clara County Library District JPA, Member & Cupertino Vice Mayor
- Danielle Cohen, Campbell Union School Board, Member
- Victoria Coverson-Baxter, Gilroy Library Commission, Chair
- Lynette Eng, Santa Clara County Library District JPA, Member & Los Altos Vice Chair / Council Member
- Nick Gaich, Morgan Hill Chamber of Commerce Board Member
- Melissa Hippard, Strategic Partnerships Manager, Santa Clara County Parks
- Maretta Juarez, Santa Clara County Behavioral Health Services, Deputy Director
- Susan Landry, Santa Clara County Library District JPA, Member
- Chris Norwood, Milpitas Unified School District Board of Education, Vice President
- Steve Preminger, Santa Clara County Office of Strategic and Intergovernmental Affairs, Director
- Lisa Schmidt, Santa Clara County Library District JPA, Member & Los Altos Hills Council Member
- Joe Simitian, Santa Clara County Library District JPA, Member & District Five Supervisor
- Matt Tinsley, Santa Clara County Office of Education, Strong Start Director
- Mike Wasserman, Santa Clara County Library District JPA, Chair & Board Member, District One

Throughout this document are quotes from interviews that represent the themes and any intersecting perspectives.

In Appendix B (page 44) are the Jamboard notes from focus groups. Jamboard is a digital interactive whiteboard service; it supports the sharing of ideas across groups in virtual engagements in a way that encourages full participation.

The community mapping process was further used to develop a list of community partners, advocates, and representatives to invite to the second round of town halls.

Staff Involvement in the Engagement Process

Constructive Disruption collaborated closely with a diversity of District staff members, offering multiple opportunities for staff to share their thoughts, contributions, and questions.

The results of this significant process are reflected in the shaping of community input opportunities as well as in the development and implementation of the engagement process. In addition, staff — through ten virtual town halls and three location-specific visits, two of which were in person — contributed significantly to the plan itself. The analysis of these contributions are reflected in the final plan, and are deliberately not set apart in this report.

Strategic Planning Team (SPT)

The SPT served as the project leadership for the first four months of the process, helping shape community engagement opportunities and participants, devising and implementing ways to reach community members in and out of the library locations, and developing plan language. The SPT's formal responsibilities came to a close when the planning process moved to identifying the action (implementation) items; staff participated in this portion with their Community Librarian.

The SPT was comprised of 24 members, representing all District communities and a wide variety of library job classifications, as well as co-chairs Marlene Iwamoto and Clare Varesio. The SPT met regularly to collaborate on the incubation and advancement of ideas and research facilitated by Constructive Disruption during the planning process. SPT members developed draft language for the vision statement and multiple strategic plan priorities, and laid out the essential concepts to include in the organizational mission statement.

SPT members also served as resources across the staff, to support two-way communication across the entire staff during the planning process. A full list of the SPT members can be found on the following page.

Strategic Planning Team Members

- Marlene Iwamoto, co-chair
- Clare Varesio, co-chair
- Elizabeth Bartholomew
- Anjali Bhat
- Leni Blanco
- Megan Bowyer
- Juan Guzman
- Tamara Kearin
- Yu-Chieh Lee
- Lisa Liu
- Shu-Hua Liu
- Richard Lopez
- Lingxia Meng

- Elizabeth Muñoz-Rosas
- Margarita Nuño
- Saralyn Otter
- Ronald Payne
- Don Phillips
- Sarah Sanchez
- Sunita Shrotri
- Phyllis Sawamura
- Yuka Sugino
- Mark Tomacci
- Sierra Vasquez
- Uyen Vu
- Kelly Brennan Young

Survey

Constructive Disruption and the District engaged its constituents in multiple languages to provide the greatest reach into the community. The survey was released in English, Chinese (Traditional & Simplified), Spanish, and Vietnamese.

The design of the survey questions was based on the background research, with an eye toward both traditional library services and emerging trends in public libraries. There were many opportunities for individuals to rank priorities as they relate to: the library as a community space; the library as a community builder through its public programming; and, the library as a content provider.

The survey provides a set of quantitatively based insights about how people see themselves using library spaces, participating in library programs and activities, and borrowing content from the library. This information will support a data-based approach to decision-making by the library as services and spaces evolve along with the community. It also complements the information and insights gathered through the focus groups and the individual interviews.

Public access to the survey was from April 18—May 2, 2022. The marketing department created awareness around the survey through multiple channels to maximize the level of community engagement. Staff across all District locations promoted participation in the survey so that a diversity of community members took advantage of the opportunity to share their perspectives. Staff also shared surveys during outreach, and in paper formats as well. Every effort made to create awareness around the survey yielded a strong positive outcome:

3,818 people participated in the survey!

This high level of participation means the survey has clear statistical significance for the District as a whole and also for its member communities. While member communities had some variation in their levels of survey taking, overall each community is strongly represented in the results.

The survey analysis includes data from other sources, which are footnoted or listed in Appendix C (page 52).

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ANALYSIS

Analysis

In the pages that follow, the data and analysis is organized according to the priorities and goals of the 2023-2028 Strategic Plan, but it must be emphasized that **the priorities and goals emerged from the data**. The data is presented in this way in order to provide a clear path for the community's input, demonstrating how that community input shaped the priorities and goals.

This report focuses on the external reach into the community. While staff were involved at each step, whether formally through the Strategic Planning Team (SPT) or scheduled staff town halls or informally through conversations with colleagues, this report focuses on the research work undertaken with the community to shape strategic priorities and goals.

Staff, through the SPT, played an instrumental leadership role in the development of the District vision and mission statement, as well as in the overlap between the analysis of community input and staff contributions. In the language of the IAP2's Spectrum of Public Participation, staff were most heavily involved in the Consult and Collaborate levels, ensuring the "concerns and aspirations" of the staff were "understood and considered," partnering with the public at key decision points. Staff clarified and shaped language during the entire process. The final plan represents a true collaboration between District staff — at all levels, and at all locations — and the communities they serve.

We Welcome All, providing inclusive and compassionate library service throughout the district.

- Goal 1: Advance equity, diversity, and inclusion efforts to strengthen a sense of belonging at SCCLD.
- Goal 2: Use innovative service models to connect community members with the library.
- Goal 3: Build on the service-oriented districtwide philosophy to provide a welcoming and positive library experience.
- Goal 4: Support community needs with reflective services throughout the Library District.

Interview themes

Equity: Making it a Priority

Half of the focus groups ranked equity, diversity, and inclusion efforts above all other aspirations for Santa Clara County and its libraries. Key takeaways are reflected in these group statements:

"We want our community to provide opportunities for minority groups (ethnic, ability, mental health etc.)."

"We want equitable resources and access to community information."

A recurrent theme in interviews aligns with the focus groups, indicating that those who hold leadership positions also support this aspiration. For example, among those interviewed there is clear interest in the District recruiting and retaining staff and volunteers who represent the diversity of Santa Clara County.

Equity: Digital Inclusion

Digital inclusion as a priority encompasses both the concept of access to broadband and hardware technology and also having the skills to use internet and information technologies. The access to broadband, technology and online content by District already contributes to digital inclusion.

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In the individual interviews, the access component of digital inclusion was raised by several County-level leaders. There is a concern about the reach of broadband and WiFi into the entire community, that access to the internet be brought to all corners of the community like other public utilities. Interviewees would like the District to continue to assume a role as part of the solution for gaps in access and service, building upon its current provision of access by going beyond the walls of the library.

This valid concern for digital inclusion should be discussed by the District with community leaders and those interviewed in relation to recent Census data, which shows 96% of households have at home computer technology and 93% have high-speed internet access. There appears to be a disconnect between perceptions and the available data about this aspect of the digital divide.

Connection: Meeting People Where They Are

Meeting people where they are at was a strong theme that emerged in many of the interviews. The following digest of interview comments is representative of this.

- There were many mentions of the importance of multilingual services in District community libraries, along with encouragement for an expansion of services in languages other than English. This awareness among leaders across the County intersects with the concept of meeting people where they are, and in a language they most readily understand. It also embodies an understanding that providing a service in multiple languages reflects a commitment to diversity and inclusion.
- The impact of extraordinary measures the District undertook during the height of the pandemic surfaced throughout. During the pandemic, Santa Clara County took a door-to-door, boots-on-the ground approach in support of connecting people to public health measures (e.g., vaccination), especially in neighborhoods with lower incomeand/or immigrant populations, being sensitive to community concerns and barriers in accessing preventative measures. This is an example of literal reaching out into the community and meeting people where they are at.

- A staff member at the Gilroy Library regularly attends city meetings and seeks opportunities to get involved with the community, and she engages people in multiple languages. This person was referred to as a model of meeting people where they are in all senses of the concept.
- A JPA member is working on a project to connect better SCCLD and those who are incarcerated at the women's county jail. This is another instance of leadership in the County recognizing the importance —and at times absolute need- physically to meet people where they are at.

Community: Developing Community-Responsive Services

A theme that emerged from the interviews is the importance of communityresponsive services. In this context, this means services that are designed and calibrated for specific segments of the population that live in a community served by the District.

- Seek input from community members of color and community members with financial challenges to ensure both racial and economic inclusivity in the enhancement of District services. This principle can continue to be applied in future work across multiple dimensions of diversity.
- Tailor District initiatives to the diverse populations that are proximate to a community library.
- Recognize in the design of services that economically disadvantaged parts of the community may be less likely to engage in library services because of historical trust issues with the government.
- Understand when designing and implementing services for the public that, despite a considerable amount of compassion across District communities, marginalized populations, including people of color and low income community members, experience a higher degree of exclusion. They are less likely to be represented in governance and its institutions, and are more likely to receive direct and subtle messages that they are not welcome.

Community: Libraries as Welcoming Spaces

Themes from interviews that support the continued efforts of the District as a public commons space to sustain safe and welcoming spaces include:

- Assess the District's practices for engaging people who visit with an eye toward the best practices that are in place and where there are opportunities for growth. For instance, one way to consider an opportunity for growth is visible signage in multiple languages. Another way is to review the customer service practices of staff.
- Consider how spaces physically provide for the inclusion of someone who is differently abled cognitively and/or physically, at any age.

Survey themes

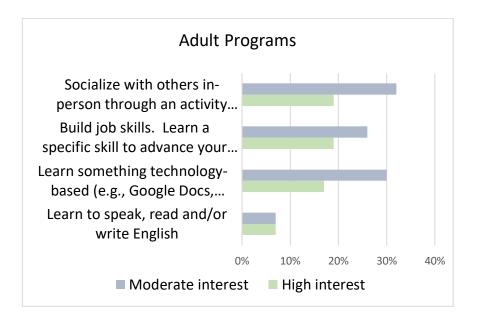
Connection: Library as a Community Builder Through Programs & Events

Libraries build community through a cross-section of programs and events that target to different segments of the population.

An implication of the data collection efforts related to programs and events is that there may need to be additional engagement or outreach to gauge the ways in which people want to connect to others through the programs offered by the District.

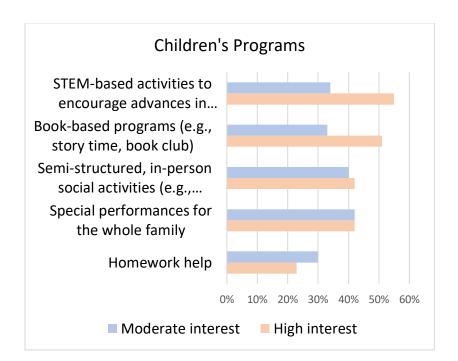
Adult programs

Participants rated their interest in four broad types of programming typically offered at public libraries. 50% or more expressed interest in these types of programs overall, with the exception of English language learning (ELL) programs. The lower ELL programming rating is an artifact of the profile of the majority of survey respondents since they are people who speak English without difficulty.



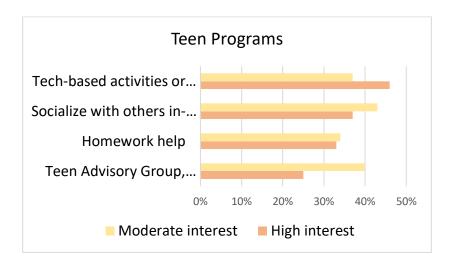
Children's Programs

The two program areas that ranked highest for interest are STEM-based activities and book-based programs. These results do provide some clear direction about the type of library programs for children to most likely to garner attendance.



Teen Programs

The lead theme for programming is activities that are tech-based, such as coding, gaming or game design. Following this are in-person opportunities to socialize with others through activities such as trivia, board games or book clubs.



Survey Participation — Race & Ethnicity

Looking at race and ethnicity helps any institution gauge its connection to the entirety of the population in its service area. Even understanding the racial and ethnic composition of a service area is a major step in this determination. One way to consider the makeup of the population and survey participation levels is to look at these proportionately, using data from the American Community Survey. The representation of groups within the survey respondent pool are at the proportional levels in the chart below.

Proportionate representation of the population that participated in the survey			
Asian/Indian	92%		
White	71%		
Black	33%		
Hispanic	31%		
American Indian	21%		

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These proportions show that Asian/Indian and White people are strongly represented in the pool of survey respondents. The representation of Black, Hispanic, and American Indian people is present, it just is not nearly as strong as the two larger groups.

These results suggest the District's connection is strongest to the largest segments of its service area population, Asian/Indian and White people (including those Hispanics who also identify as White). These results also suggest that the District should continue its efforts to engage Black, Hispanic, and American Indian communities more specifically, as they collectively comprise about 20% of the total District service area population.

American Community Survey — Place of Origin

Race and ethnicity are among the most common ways organizations look at diversity. While these features do matter as one way to assess how an institution is reaching all parts of its population, there are other variables to consider. Place of origin is one of these.

Where someone is born is impactful for libraries to think about, especially if a significant portion of a service area is comprised of people who have been born outside of the U.S. Public libraries in the U.S. are a distinct social and cultural phenomenon. This suggests that libraries will connect with foreign-born community members best when they create for them an awareness of the profile of content, services, and experiences provided at a public library.

One out of three people in the District service area is foreign-born (33%). One out of every six people are foreign nationals. These community members are building a future in the U.S. and do not yet have U.S. citizenship, which suggests their experience of public libraries in the U.S. is even more recent in their personal biographies. In some SCCLD communities, over half of the population is foreignborn. Notable for this high concentration of foreign-born residents are the communities of Cupertino and Milpitas, where half of the population is foreignborn (52%). Services in communities with a large proportion of foreign-born community members will need to accommodate both those who are aware of the benefits of uniquely American public library service and those unfamiliar with the model.

American Community Survey — Household Composition

Variations in household composition can impact how families engage libraries and other public services, especially when it comes to multi-generational or extended-family homes. The American Community Survey tracks details of family life that may help the District design and market programs and services differently.

- Nearly one in six households includes a grandparent who lives with the family and who has primary responsibility for the raising of the children in the household (15%). This may be related to the fact that in two out of three families, both parents are in the workforce (63%).
- 11% of households include other relatives (7%) or non-relatives (4%). These family units offer a range of reasons for the various composition of households, such as: an economic necessity to cohabitate; a need for live-in support with childcare that is not economically driven; or, simply a desire to live together as an extended family. The point here is that when the District connects to family units, it is helpful to recognize that there are multiple variations in household structure.

These differences in household composition can be used to inform the ways SCCLD considers marketing, program design, and collection layout.

We Listen, valuing the voices of our patrons, our communities, and our partners.

- Goal 1: Expand understanding of and support for relevant partnerships across the Library District, with a focus on building relationships to increase community connections.
- Goal 2: Recruit and retain staff and volunteers that reflect our communities and their needs.
- Goal 3: Develop a patron-centered intentional programming model.
- Goal 4: Measure and actively promote the community impact of library programs and services.

Interview themes

Connection: Institutional Partnerships

Interviewees showed strong support for the District expanding its profile of partnerships with other groups and agencies, including the business community. Digested comments that relate to this priority include:

- Leaders of other agencies expressed an interest in collaborating with the District in ways that provide an overall more integrated and interconnected approach to serving the community (e.g., data sharing with recreation to identify commonalities).
- A cross section of interviewees discussed a need at the County level for residents to have a destination where they can interface with multiple agencies and/or get guidance towards the agency that best serves their need. The District's Passport program is recognized by many as a very positive example of the District providing access to a much-needed service.

Connection: Community Engagement

One third of the focus groups prioritized the importance of community building as a way the District can positively impact its communities. Summary statements from these groups are below. These intersecting statements echo an orientation towards inclusion as well. "We want community connections for people of all ages, including schools, organizations, and businesses."

"We want a community with connected people, organizations, and businesses."

Communication

In the interviews a theme that emerged was the need for ever more robust approaches to communication — from the District *and* other public agencies — to engage and connect with the public. One of the focus groups also prioritized strong messaging to the community about the many different opportunities that exist therein — from service to volunteering to employment. Staff groups have consistently mentioned the need for more consistent communication and services in languages other than English.

A sub-theme related to this is linked to the idea that the District needs continually to create awareness for what it offers to the public. This quote from an interviewee captures the idea well.

> "There are various opportunities at the library if you know about them or if your family is familiar with the library as a resource. However, if a family is not familiar with the library and its services, how will they utilize them? There is a gap."

Other County leaders also emphasized the importance of the District taking a role in helping people connect to publicly available services that they otherwise wouldn't know existed, recognizing there to be a gap between what local leaders and many residents know.

This concern for knowledge and awareness of the District's offerings should be considered in intersection with one out of three people in the District service area being foreign-born (33%). Because U.S. public libraries are a distinct social and cultural institution, there may be a particular need to create for foreign-born community members awareness of the profile of content, services, and experiences provided at a public library, whether to set expectations in comparison to a more familiar role (ie, the library as a silent place of independent study) or as a connector to local government and community.

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Communication: Role as a Community Diplomat

Two thirds of focus groups identified a need to cultivate communication across disconnected, disparate groups within the community in order to help the entire community progress together. Summary statements are below.

"We need to be more open-minded and collaborate to find solutions."

"We need to allow groups to voice their opinions and represent their group."

"We need to think of better ways to communicate with the Latinx community."

"We need to build more empathy and cooperation between people."

Survey themes

Communication: Multi-lingual Efforts

Language is a significant factor for people to participate in community life, and in any library this spans marketing, programs, services and content. The American Community Survey counts whether families speak a language other than English at home, and the Survey also does some limited tracking of the languages types that are spoken at home.

Four out of ten people in the District service area speak a language other than English at home (42%). There is some variation across communities regarding the degree to which a language other than English is spoken at home. In these homes, 12% of family members report that they speak English less than "very well." While this may overall represent a small percentage of District community members, in order to support the themes of welcoming, belonging, and inclusion brought up in all avenues of comment, community members should be

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able to engage with the District's resources in the language of their choice, and not just the language of necessity. Engagement with the community must regularly, and strategically, occur in multiple languages.

The American Community Survey data for specific communities can lend insights into the predominant languages that are spoken at home, providing staff guidance about translation decisions across the SCCLD service area and at each community library.

Predominant language spoken at home if othe than English	People in these groups who self-identify as speaking English less than "very well"	
Asian languages	20%	7%
Spanish	10%	3.8%
Indo-European	9%	2%
languages		

Except for Monte Sereno, all District communities have more than 30% of homes in which a language other than English is spoken at home. The Survey does track some of the languages spoken at home, alongside English fluency within each of these groups, is in the table above.

The District staff and leadership already have a deep awareness of the need to engage with community members in multiple languages.

By translating the survey into multiple languages the District conveyed across the community its commitment to including those who speak a language other than English and especially those who speak English less than very well.

We Inspire, building the foundations of literacy with our community.

- Goal 1: Create a comprehensive districtwide literacy program plan.
- Goal 2: Work with educators to increase use of library services and materials.
- Goal 3: Create enchanting and interactive children's spaces to instill a joy of learning.

Interview themes

Traditional Literacy Work

A recurrent comment in interviews was that traditional literacy work done by the District is valuable to the community.

Early literacy, school outreach, and summer reading are all priorities that fall well within the valued legacy function of the public library as a place of learning. A recurrent comment in individual interviews is the continued valuation of this role for the District. For some, it is key that the District retains education and literacy as core to its mission, balancing this with new initiatives. These quotes from interviews capture this perspective.

"Knowledge plus learning plus reading equal the core mission."

"Libraries should hang on to core mission and find balance between that and the new stuff on the horizon."

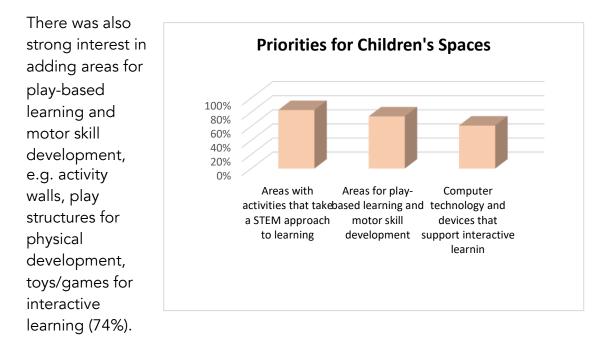
Survey themes

Physical Spaces in Community Libraries

The Covid-19 pandemic has had a major impact on the ways in which people work, learn, shop, and connect with others. This is a change that also has implications for libraries. The survey results lend insights into perspectives that can be used at the concept level when thinking about the ways people are interested in using the District's physical spaces. There were separate questions about adult, teen, and children's spaces. Data can be used to guide future facility modifications.

Spaces for Children

Respondents to questions about spaces for children showed resounding support for the development of areas with activities that take a STEM approach to learning (83%). These spaces would be designed to support activities that are focused in the areas of **S**cience, **T**echnology, **E**ngineering and **M**ath.

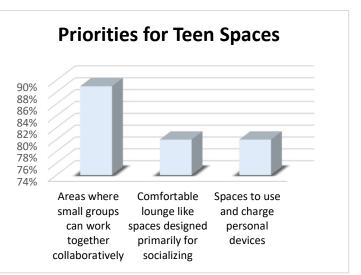


These findings show that residents support enhancements to children's spaces that create a highly interactive experience at the District.

Spaces for Teens

Respondents to questions about spaces for teens identified three priorities for enhancing these spaces.

These priorities suggest that survey participants have an awareness of the social nature of the teen years, and that teen



spaces need to be designed for this facet of adolescent development.

We Innovate, fostering a culture of curiosity and opportunity.

- Goal 1: Actively innovate without fear of failure.
- Goal 2: Design and implement flexible public spaces that encourage library visits and elevate patron experiences.
- Goal 3: Spark discovery with new technology.

For libraries, innovation is a key component of thoughtful decisions around the evolution of services, making it possible for a library to recalibrate existing services or to launch new initiatives in ways that meet changing needs across its community. Support for innovation surfaced strongly in interviews and the survey.

Interview themes

Broad Community Support for Innovation

Those interviewed expressed broad support for the District to innovate. In line with this, there was an emphasis that the District take an evidence-based approach to innovation in designing programs and service.

An implication is that the District documents more formally how and why it has formulated and decided to implement an initiative. Interviewees conveyed how this approach creates transparency about decision-making in a way that helps them and the public understand the data, principles and benchmarks applied to decision-making.

Related to this, they mentioned that this approach will help to ensure that innovation is closely linked to identified community needs.

This linking of innovation to documentation is taken up in the *We Inspire* Goal 3, which states that the District will measure and actively communicate the community impact of library programs and services.

Survey themes

Resounding Support for Trialing New Ideas

Survey respondents were given the following prompt to gauge their tolerance for innovation, along with the variable success efforts may bring.

Santa Clara County Library has an interest in testing and piloting new ideas for programs and services. The staff know that success is great, while failure is an opportunity to learn. How do you feel about this approach to innovation?

There is resounding near-total support for the library to innovate.

98% of survey participants appreciate and support the role of innovation in the evolution of the library, even if efforts are not always successful.

This suggests that SCCLD enjoys widespread public goodwill for all its efforts, not just those that maintain the status quo in terms of the SCCLD service profile. Furthermore, such strong support of innovation indicates that there is an understanding and expectation that the library will change and grow in different ways over time.

Enhancements for Remote Working and Learning

Libraries have long considered their physical spaces as an asset, as a community living room or commons space. Survey respondents shared their reaction to the idea of the District modifying its spaces to support more fully the societal shift to more remote working and learning.

> 42% say they would use the library more if interior spaces were enhanced to support better remote working and learning.

That the majority of survey respondents indicated they do not view library spaces as a destination for remote working, even with enhancements to those spaces, suggests work to library spaces must go beyond this need.

Other Enhancements to Library Spaces

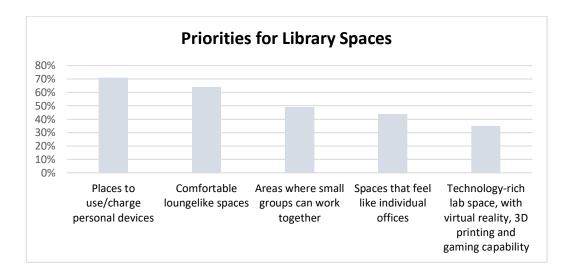
There is strong interest in two other general enhancements to District facilities that are not exclusively associated with remote working and learning. Respondents are interested in convenience for using and charging personal devices, and they are also interested in comfortable loungelike spaces.

> 64% prioritize comfortable lounge-like spaces for spending time at the library — not work spaces. A two-thirds majority of participants are interested in the library functioning as a proverbial "community living room."

When asked to prioritize other enhancements, nearly half of survey participants prioritize the following.

44% prioritize the creation of spaces that feel like individual offices.

49% prioritize areas where small groups can work together.



The build-out of offices and small group workspaces are enhancements that intersect the concept of using library space to work and learn remotely. These results show a similar level of support for that type of initiative as demonstrated by responses to probes that target the remote working and learning concept. Overall these improvements would be considered most valuable by nearly half of the library's users.

Summary

This report presents research, external data collection, and related analysis that provides an informed basis for the creation of the Santa Clara County Library District 2023-2028 Strategic Plan.

Constructive Disruption and District staff drew upon their collective expertise to synthesize and apply this information when framing the Strategic Plan. Because this collaboration took a data-based approach, the Strategic Plan will have real resonance for staff and residents alike.

The Strategic Plan is organized with four major priorities, each of which has goals attached to it. These priorities and goals emerged from a collaborative synthesis of the research which included District staff and leadership and community members and stakeholders.

The approach taken by Constructive Disruption in the planning process was highly collaborative. Important by-products of joint efforts among District staff, community members, and leaders are:

- staff members have engagement tools;
- community members will see their voices recognized; and,
- staff and community members see how as collaborative partners they can advance library services.

The structure of the Strategic Plan serves as a practical framework that will support and guide staff as they design and implement specific action steps to advance the ways the District connects with its residents.

APPENDICES

Morning in Morgan Hill

Appendix A: Strategic Plan	n Survey
The Library District wants to hear most important now and in the fu	your ideas about what services are ture.
Please take 5 minutes to complet	e this survey.
Thank you!	
First, we have a few questions about understand how our libraries reach d	
1. What is your age?	
🔵 Under 18	35-44 years old
18-24 years old	45-64 years old
25-34 years old	65+ and older
	e, selecting the one below that best
fits. American Indian/Alaska Native	White
Asian	Other
Black or African American	◯ Two or more races
Hispanic or Latino	Prefer not to say
○ Indian	
$_{3.}$ Where in Santa Clara County do yo	ou live?
Campbell	
Cupertino	
Gilroy	
C Los Altos	
Los Altos ills	
Milpitas	
Monte Sereno	
🔵 Morgan Hill	
🔵 San Jose	
Saratoga	
Santa Clara Unincorporated live in another town	or city
Strategic Plan External Research Report for the S	anta Clara County Library District

Your answers to the next few questions will help us understand your connection to the Library.

4. How often do you visit a community library and/or the online library?

- Weekly
- A few times a month
- Monthly
- 🔿 A few times a year
- Yearly
- I don't visit SCCLD in person or the online library

5. Please choose the top two reasons you visit the library.

To borrow physical materials (e.g., books, DVDs)

To access technology (e.g., computers, WiFi, copier/printer)

To use the space (to study, work, relax, meet friends, bring your kids) To attend a program or event

To get help from the staff

I primarily use the online library

6. Some people have visited the Library less often since the pandemic began. Please let us know how these reasons relate to any change you've made.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
During the pandemic I've found more viewing and reading content in places outside of the library.					
During the pandemic I increased my use of the online library.					
During the pandemic I've just gotten out of the habit of going to the library in person.					

Your answers to the next few questions will help us consider how we might enhance the Library's spaces.

7. If the library designed some of its interior spaces to better support remote working and learning, what is the likelihood you'd use these spaces?

- ◯ Likely
- () Unlikely
- O Very unlikely
- N/A (not applicable)

8. If the Library were to enhance its spaces, which of these elements would you prioritize in term of importance?

	Very Importa nt	Importa nt	Less importa nt	Not importa nt	N/ A
Areas where small groups can work together					
Spaces that feel like individual offices					
Comfortable lounge-like spaces					
Spaces to use/charge your own personal device					
A technology-rich lab space, with virtual reality, 3D printing, gaming capabilities					

9. If the library were to enhance parts of its <u>children's spaces (ages 12 and</u> <u>under)</u>, which of these would you consider important?

	Very Importa nt	Importa nt	Less importa nt	Not importa nt	N/A
Spaces for play-based learning and motor skill development (e.g., activity walls, play structures for physical development, toys/games for interactive learning)					
A space with computer technology/electronic devices that support interactive learning					
An area with activities that take a STEM approach to learning. These are activities that combine the teaching of S cience, T echnology, Engineering and M ath.					

10. If the library were to enhance parts of its <u>teen spaces (ages 13-17)</u>, which of these would you consider important?

	Very Important	Important	Less important	Not important	N/A
Comfortable lounge like space, designed primarily for socializing and connecting with others					
Areas where small groups can work together collaboratively					
Spaces to use/charge personal devices					

Your answers to these questions will help us create programs that fit the community's interests.

11. Which of these programs, events, and courses are of interest to you?

	High interest	Moderate interest	Low interest	No interest	N/A
Build job skills. Learn a specific skill to advance your job or career					
Learn something technology-based (e.g., Google Docs, Zoom, Instagram)					
Learn to speak, read and/or write English					
Socialize with others in-person through an activity (e.g., book club, trivia, cards, board games)					

12. Which of these types of programs and activities would interest you and/or your children?

	High interest	Moderate interest	Low interest	No interest	N/A
Special performances for the whole family					
Book-based programs (e.g., story time, book club)					
STEM-based activities to encourage advances in S cience, T echnology, Engineering and M ath (e.g., robotics club, coding)					
Homework help					
Semi-structured, in-person social activities (e.g., chess, Lego club)					

13. Which of these programs and activities would interest you and/or your teens?

	High interest	Moderate interest	Low interest	No interest	N/A
Teen Advisory Group, with regular meetings and related activities					
Tech-based activities or classes (e.g., coding, gaming, game design)					
Socialize with others in-person through an activity (e.g., trivia, board games, book clubs)					
Homework help					

Borrowing from the Library has changed during the past two years. Your answers will help us keep up with these changes.

14. On average, how often do you use physical DVDs/Blu-rays?

- Every day
- 🔵 1-2 times each week
- 🔵 1-2 times each month
- 4-6 times each year
- I don't use DVDs/Blu-rays
- I use streaming video content (e.g., Kanopy, Netflix, YouTube)

15. How much of your total borrowing from the library do you think is digital (e.g., eBooks, audiobooks, streaming movies/music, online resources)

- Less than a quarter of what I borrow
- About a quarter of what I borrow
- About half of what I borrow
- Nearly all of what I borrow

16. How interested are you in picking up library materials in these ways?

	High interest	Moderat e interest	Low intere st	No intere st	N/A
Locker pick-up. Items you request are ready for you to pick up from a locker you can access 24/7.					

Extended hours self-service. The library lobby is stocked with limited collections that you can browse and borrow outside of regular hours.					
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17. Santa Clara County Library has an interest in testing and piloting new ideas for programs and services. The staff know that success is great, while failure is an opportunity to learn. How do you feel about this approach to innovation?

> I support the Library's efforts to test and pilot new programs and services because we will benefit from the library's efforts at growth and innovation.

Strongly agree	
Agree	
Disagree	
Strongly disagree	

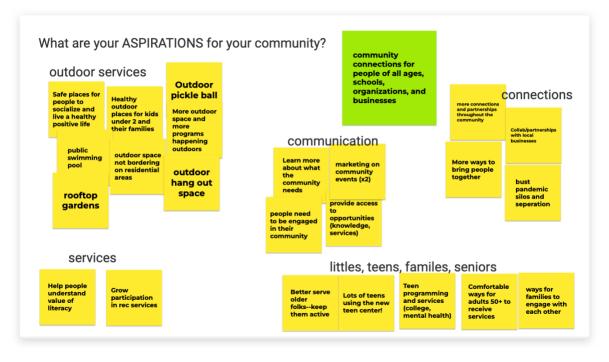
Appendix B: Jamboard Notes from Focus Groups

Aspirations

The following six images represent voices of the community when brainstorming aspirations for the SCCLD service area and its residents.







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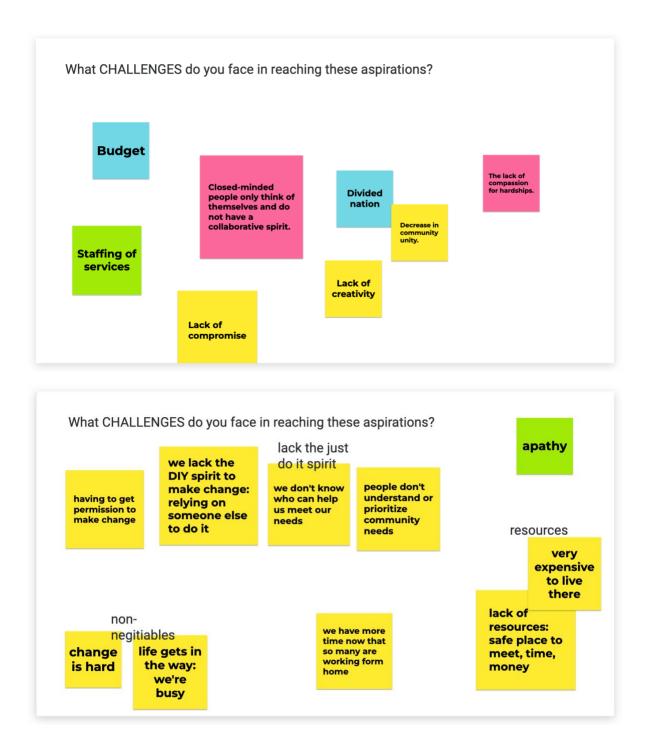




Challenges

These six slides represent insights from community members when discussing their ideas about the challenges that should be addressed by the community, if it is to achieve its aspirations.







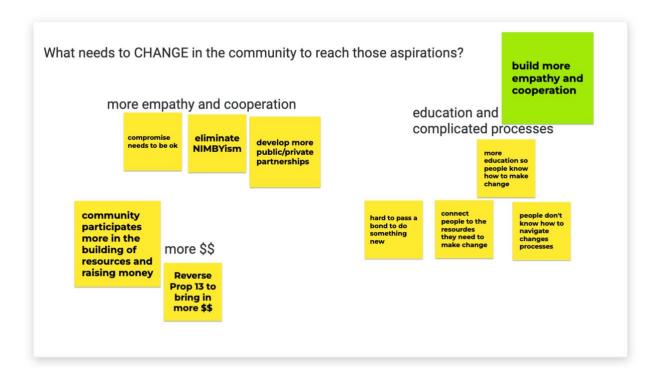
Change

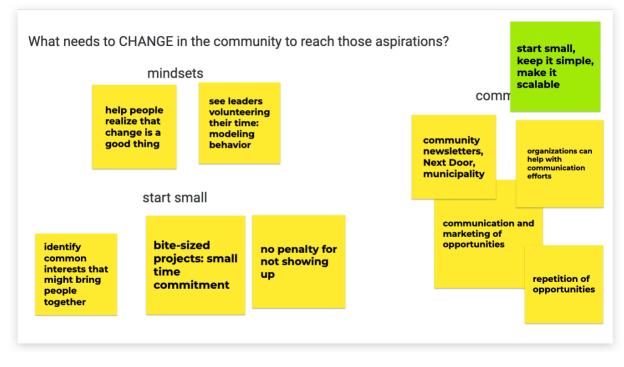
The following slides are an aggregation of ideas from the community participants when they explored systemic and perspective changes that need to be initiated and followed through until implementation, to achieve community aspirations.











ABOUT CONSTRUCTIVE DISRUPTION

Constructive Disruption (<u>http://www.constructivedisruption.info</u>) is a woman-owned consultancy based in Oregon focusing on strategy work for local government and libraries. Our planning processes are built with a collaborative, future-focused mindset at the heart; our strengths-based, human-centered approach sets our consultancy work apart.

Our consultancy functions as a cooperative, bringing together expertise tailored to our projects. Our team members are located across the United States; we pool our knowledge and experience in the belief that collaborators with different viewpoints create superior end products. For the Santa Clara County Library District Project, our team included:

- Stephanie Chase (she/her). Stephanie has more than 20 years of experience in public libraries on both the east and west coasts, having served as a library director or in executive leadership in small and rural public libraries as well as at Multnomah County (OR) Library. The Seattle Public Library, and the Hillsboro (OR) Public Library. Stephanie is the Founding Principal of Constructive Disruption and currently the Executive Director of the Libraries of Eastern Oregon, a 15-county resource sharing cooperative, and serves on the Public Library Association's Board of Directors.
- Christina Fuller-Gregory (she/her). Christina's practice includes working with clients to develop individualized approaches to building an equity, diversity, inclusion, and social justice (EDISJ) framework, policy development, and governance. She is led by Fannie Lou Hamer's belief that "Nobody's free until everybody's free." Christina is. the Assistant Director of Libraries at South Carolina Governor's School for the Arts and Humanities, and has served as chair of the Public Library Associations (PLA) Equity, Diversity, Inclusion and Social Justice Committee,
- Judah Hamer (he/his). Judah has deep experience in public and school libraries, with a career spanning over three decades. His areas of expertise are organizational development, knowledge management, and interactional analysis. In addition to more than 30 years in library service, Judah has taught extensively at the School of Communication & Information, Rutgers University (NJ) and is currently Vice President, Operations and Human Resources at Bandujo Advertising + Design, New York City.
- **Rekha Kuver (she/they)**. Rekha has extensive experience in libraries successfully leading diverse work teams and projects. She specializes in the areas of community engagement and outreach, programming, social media, youth services, mobile services and management. Her passions lie in making library services radically equitable via meaningful community partnerships, as well as in empowering library staff to be forward-thinking and inventive at all levels of their work.

We believe in working together to break down barriers to progress.



PREPARED BY CONSTRUCTIVE DISRUPTION, PORTLAND, OREGON