

OREGON STATE LIBRARY

Library Services and Technology Act
Grant Activities Report

(check one)

quarterly reports must be filed even if there is no activity in that quarter

1st Quarter Report 3rd Quarter Report
 2nd Quarter Report 4th Quarter Report
 5th Quarter Report Final Report (*send e-copy to State Library*)

Project Name: Natural Resources: Mining the knowledge and talents of older adults

Grant Project Number: 12-09-6p

Date Submitted: June 30, 2013

Submitted By: Mala Vyas, Program Specialist

Phone: 503-691-3066

1. Summarize the overall purpose of the grant project:

Natural Resources seeks to tap older adults as a community resource in three areas:
 1) to create an inventory of skills and talents of adults ages 55+ who are willing to lend their expertise to individuals and groups; 2) to provide intergenerational opportunities for learning by engaging adults to foster the love of reading in young children; and, 3) to gather feedback about current library services and make changes to improve the library experience for older adults.

2. Summarize the project results to date:

Outputs Summary – please report as appropriate depending upon your grant
 (*double click Word table to enter data- table can be altered to record appropriate outputs*)

Actual # of people served this quarter	128	Actual # of people served to date	190
# of programs /meetings /events	90	# of programs /meetings /events to date	99
# of programs /meetings /events attendees	478	# of programs /meetings /events attendees to date	657
Other output measure(s): (<i>please indicate</i>)		Other output measure(s) to date:	0

Narrative summary:

Library Manager Abigail Elder raised awareness of this grant project by presenting information at a meeting of the Juanita Pohl Center Advisory Board (20 members). The project was also highlighted in the Tigard-Tualatin Times newspaper. There is significant enthusiasm and interest in the project, especially for opportunities to work with youth.

In the second quarter we posted announcements for a Program Specialist – Older Adults position in numerous outlets. As a result of that recruitment we hired a Program Specialist, Mala Vyas. We continued to publicize the grant and had a 7”x5” advertisement in *Tualatin Life*; a publication sent to each household in the 97062 zip code and in the City of Tualatin newsletter *Tualatin Today*. Library Manager Abigail Elder presented information about the grant at a second meeting of the Juanita Pohl Center Advisory Board (20 members). As we ramped up our publicity efforts for the grant, many people in the community expressed interest in participating in myriad ways.

In the third quarter Program Specialist Mala Vyas came onboard and we began implementing the nuts and bolts of the grant. We created a webpage on the City of Tualatin’s Library website for adults 50+ that includes programs, volunteer opportunities and resources for older adults <http://www.tualatinoregon.gov/library/adults-50>. We then partnered with the Geezer Gallery to bring an eight-week creative aging arts and writing course to the Juanita Pohl Center. We began outreach to both potential citizen partners and other governmental, nonprofit and faith-based organizations to bring services, intergenerational and volunteer opportunities to older adults. Finally, we began recruiting older adults to become engaged in the community as a resource.

In the fourth quarter Program Specialist Mala Vyas partnered with the Oregon Health Authority to bring to the Tualatin Library a 12-week, evidenced based, bilingual, fall-prevention course titled Tai Chi – Moving for Better Balance. The class filled up and we had a waiting list.

We designed positions for Youth Technology Coaches and recruited eight teens to create and teach six computer classes for older adults. We have held five classes so far and they have been very popular, fostering a narrowing of both digital and generational divides. We continue to recruit older adults to become engaged in the community as a resource.

In the fifth and penultimate quarter (February 1 – April 30) we concluded the intergenerational computer classes. In total we held 3 trainings for the teens and 6 classes in which 46 older adults participated. Some of the older adults attended more than one intergenerational computer class and some even attended all 6. These repeat customers had to best opportunity to get to know the teens, make meaningful connections and exchange learning. The older adults were very appreciative of the teens’ knowledge and patience and the teens loved getting to know the older adults and even picked their favorites. Many of the teens cited the classes as the highlight of their week. The series of standalone classes covered email basics, photosharing, videochatting, cell phones, social media, interesting websites and Microsoft Word and Excel. Though we did not ask participants their ages from their appearance they seemed to represent both the younger and older, older adult cohorts. The teens’ ages ranged from 15 to 18 and all were still in high school.

The Tai Chi – Moving for Better Balance (TCMBB) participants were so dedicated to the class that they held the state record for program completion. Indeed, participants from the first round

of TCMBB felt that they gained so much from the course that they requested the instructor to offer (fee-based) classes at another location so that they could continue with their tai chi practice.

In the final period of the grant (May 1 – June 30), due to the success and popularity of the Tai Chi – Moving for Better Balance (TCMBB) course, we again partnered with the Oregon Health Authority to bring a second round of classes to the Tualatin Public Library. In this way we were able to accommodate those on the waitlist from the first class. Before the end of the course participants reported being physically stronger and able to avoid falls, reduced pain, and increased flexibility. On average participants also scored higher on the post-test criteria for the federal study on this intervention. Again, as in the first iteration, at the conclusion of the course participants from this round found the classes to be so valuable (citing feelings of social and physical well being as their motivation) that they continued to meet beyond the 24 class series.

This period also saw the implementation of the intergenerational storytimes that we called Groovin' with the Grandkids. The weekly storytimes were held in the library's community room for the storytimes held in May and in the park area near the Juanita Pohl Center for the storytimes held in June. These programs offered older adults an opportunity to share a fun literacy experience with children and were popular, particular the outdoor sessions.

The Homework Help program we began in November concluded at the end of the school year. Getting the word out about this program was our biggest challenge throughout the academic year: how to get program information to trickle down from the school office to the teachers, parents and students. Volunteers to be tutors came out of the woodwork (and continue to do so) and the program was soon expanded from one day and two tutors to four days and six tutors. Clearly, there is a desire in Tualatin to help and work with kids. The HH program was very popular on certain days and with certain homework helpers and not on other days and with other tutors. We have yet to ascertain whether this was because of cult of personality or because the program was expanded too rapidly ahead of demand; or a combination of both.

We developed a survey and held a focus group to gather information about how the library is perceived by older adults. Over 200 older adults filled out the survey. We wrote a report on the findings of the survey the focus group. Our findings revealed some new things and reinforced other things that we had been hearing from our patrons. Overall, older adults have positive feelings about the library, its collection and staff. Areas that need improvement include the physical facilities: increased parking and the wish for a drive-thru materials drop.

Also in this period of the grant Jane Salisbury, the grant evaluator, attended the first intergenerational storytime, met with the library manager, Abigail Elder and with the Program Specialist Mala Vyas to discuss the grant and its successes and challenges. She also wrote a draft of the evaluation and solicited feedback from TPL staff (Abigail and Mala), incorporated the feedback and submitted the evaluation.

Two lessons became glaringly clear in this period: the paramount importance of outreach and the fact that by serving adults 50+ we are really trying to serve two different generations. We underestimated the importance of individually asking people to participate in our programs and services, especially for the Inventory. Even asking a group of people wasn't at times personal enough. It was hard to entice potential volunteers with promises that "someday, someone might

want to learn from you.” Our evaluator, Jane Salisbury, made the second point in her report to us and it is a lesson that is important for Tualatin Library staff going forward that older adults are both the younger, still-in-the-workforce, active adults and their aging parents who have different abilities, constraints needs and wants. And serving these disparate groups will require not one monolith strategy, but two tailored ones.

3. Report on specific project objectives to date:

Objective: Tap Older Adults as a Community Resource	75% Progress / Results: Ongoing
Activity Summary: <i>(type below this table)</i>	

Third Quarter:

23 Adults have applied to be a community resource (either to work one-on-one or present workshops).

Fourth Quarter:

We are continuing to recruit older adults to add themselves to this database.

Fifth Quarter:

59 older adults (out of a goal of 50) have volunteered to have their names, contact information and area of expertise added to a list of potential people who could be a community resource. We have analyzed the list and identified nine adults who could soon move forward with creating and delivering presentations to the community.

Final Period:

We have contacted the older adults who are in the inventory to let them know that Julie Wickman Program Specialist for the Tualatin Public Library will be the new contact on this project beginning July 1. Through outreach efforts: speaking to groups such as the Veterans of Foreign Wars the Tualatin Heritage Society the Program Specialist – Older Adults has recruited individuals who are happy to be consulted, and a number of them are at various stages of readiness to present/consult, etc. We let the participants know that in the fall we will offer a program series about public speaking, presentation skills, and marketing. Part of that series will be to help folks find places that are looking for speakers (like JPC, rotary, Kiwanis, boy scout troops, etc) which will be the real power of the inventory. Lastly, WCCLS is looking at buying a new Polaris module that will allow community clubs and groups to update their information though the library catalog and return club results along with library materials (for example, a search for “diabetes” would return a support group, an upcoming health fair, etc). The adults gathered through the inventory could be profiled in this community module, and be “discovered” this way.

Objective: Create Intergenerational Opportunities for Learning	100% Progress / Results: Ongoing
Activity Summary: <i>(type below this table)</i>	

Third Quarter:

Recruitment began for Youth Technology Coaches to teach computer skills to older adults.

Fourth Quarter:

Curriculum development and training for the Youth Technology Coaches completed. The Coaches have taught five classes so far.

We also have fostered this objective by creating a Homework Help program in which older adults volunteer in the library to be tutors to students. We have a program for grades 2-5 and grades 6-12. Four adults have volunteered to be tutors.

Fifth Quarter:

Intergenerational Computer Classes – In February, March and April eight Youth Technology Coaches (YTC) from local high schools taught standalone (not cumulative) computer classes on mobile devices, computers, cameras and social media. The classes held on the dates listed below and were titled:

- Photo sharing & New Phone? We'll show you all the cool things it can do! (Feb 9)
- Video Chatting - Skype, Google+ Hangout & Cool Websites. (Feb 13)
- Social Media - Facebook, Twitter, Tumblr, Pinterest, Google+. (Feb 23)
- Microsoft Word. (Feb 27)
- Microsoft Excel. (Mar 9)

The classes were held at the Juanita Pohl Center on alternating Wednesday evenings and Saturday mornings. Youth Technology Coaches assisted the Program Specialist in transporting laptops, peripherals and other materials and equipment the Pohl Center and in setting up the equipment and tables and chairs. The classes were very popular – 43 adults attended during the three months period from February to March and made progress in bridging the generational digital divide. Most importantly, however, both older adults and YTC made meaningful connections with one another as they got to know each other over the course of this 8-week period.

Homework Help – 71 students in grades Kindergarten through 12th have been served by the Homework Help Volunteer Tutors in February, March and April. The program has grown to four days a week and six volunteers.

Intergenerational Storytimes – 9 intergenerational storytimes have been scheduled to take place in May and June at both the TPL and the Pohl Center.

Intergenerational Book Group - Finding a middle school classroom willing to participate in an intergenerational book group proved very difficult in this climate of sparse school funding and focus on standardized testing. In place of the intergenerational book group the Tualatin Public Library will be holding a Books to Action project:

- Book to read: Life is So Good
- Action project: Spruce-Up the Library project; book discussion
- Date: June 21st
- Time: 6:00 – 8:30 pm

Final Period:

This goal was the most successful of all the ones included in the Natural Resources LSTA grant. We were able to implement intergenerational computer classes, a homework help program and intergenerational storytimes in the ten and half months of the active grant period (August 15-June 30, 2013). We were, however, unable to move forward with the Intergenerational Bookgroup and the Intergenerational Books-to-Action project. Getting a buy-in from a school, teacher, students and parents to add an intergenerational book group to the school year’s to-do list proved more difficult and a longer term project than we had in the time frame of this grant. A grant with a longer timeline in which to build the necessary relationships with a school, teacher, students and parents is required to be successful. Likewise, an Intergenerational Books-to-Action project, in which a group of adults and youth read a book, discuss it together (with a moderator) and then work shoulder-to-shoulder on a service project at a partner organization proved difficult to “sell” to organizations. There are a lot of moving parts to Books-To-Action projects: selecting a book that has both appeal and social relevance to a need in the community and finding a partner organization with the capacity to handle a group of volunteers. We originally picked the popular book Marly and planned a project at an animal shelter. However, the animal shelter that we approached had difficulty envisioning a service project that a group of volunteers could do together. Compounding this was the intergenerational aspect of our planned project in which people of all ages and abilities could participate.

Though not written in the Natural Resources grant specifically, we added Homework Help to the Tualatin Public Library (based on Beaverton City Library’s popular program) to provide additional opportunities for meaningful intergenerational interaction to Tualatin’s youth and older adults. This program asked volunteers to tutor kids in the library two hours a week on the same day of the week and the same time each week for the academic year. The tutors sit in the library and students drop by and are helped on a first-come, first-served basis. Our Homework Help program concluded in mid-June with the academic year and since its inception in November 2012 96 kids (grades k-5) and 31 teens (grades 6-12) were provided one-on-one help with their homework. In 208 volunteer hour tutors provided help in physics, MCAT prep, English as a second language tutoring, algebra for ASVAB, word problems, geometry, reading comprehension, intro to 1st grade math, dictionary lessons, fractions, least common denominators, reading, spelling, grammar, algebra 2, pre-algebra, science, advanced algebra, English, chemistry, word association, science and lots and lots of elementary school math. Beyond the numbers, the program produced positive effects for many of the students and families who participated. Students were able to work closely with older adults and after weeks of coming back to the same tutor they developed relationships and got to know each other well. Some parents took the time to fill out comment cards and described how they looked forward to Tuesday nights so they wouldn’t have to fight the homework wars, or that the tutor was able to reach their student in a way no other person had ever before been able or that their student would do homework for the tutor when he wouldn’t do it for anyone else (not his teacher nor his parents) or that they had never seen their child work so diligently. Homework Help volunteers reported high levels of satisfaction (for those volunteers who had sufficient numbers of students) and being “sad that the program was coming to an end” in June. However, it should be noted that this program is time-intensive for staff, both in marketing and in volunteer management.

Objective: Direct Services to Active Older Adults	100% Progress / Results: Ongoing
Activity Summary: <i>(type below this table)</i>	

Third Quarter:

In Partnership with the Geezer Gallery, we brought a 12-week creative aging art and writing course to the Juanita Pohl Center in which 6 older adults participated. We also created a webpage on the City of Tualatin's website aimed directly at this audience (adults 50+).

Fourth Quarter:

We offered a Tai Chi – Moving for Better Balance series of cumulative, evidence-based classes for older adults and Intergenerational Computer Classes and their attendant web pages.

Fifth Quarter

Tai Chi – Moving for Better Balance (TCMBB), a partnership with the Oregon Health Authority, concluded with 17 older adults participating in the twice-weekly 24-week evidence based, fall prevention course. Participants at the Tualatin Public Library (TPL) location of this statewide dissemination of this course broke the state record for most participant completions of the course.

As there was high demand for this course and there were 22 older adults on the waiting list we again partnered with the Oregon Health Authority to bring the TCMBB to the Tualatin Public Library for a second time beginning April 1st. Despite not advertising, 14 older adults began attending the series in April and reducing their risk for falls and attendant injuries.

Final Period:

We developed a survey to ascertain how older adults feel about the library and what they think we can do differently to serve them better. We solicited takers by posting it on the Tualatin Public Library's website, tabling in front of Fred Meyer's and in the library and performing outreach to participants of Meals on Wheels, the Juanita Pohl Center, VFW, the City of Tualatin's Heritage Center. Though our goal was to reach 100 individuals we surpassed our self-set goal and in all, 211 older adults (50+) completed surveys. We also conducted a focus group in which we asked 5 open ended questions to 6 participants. Abigail Elder, Library Manager, asked the questions of the participants and Mala Vyas, Program Specialist, took notes and ensured that we heard from each of the participants more or less equally. Both the surveys and focus group findings will help the new library manager and extant staff serve older adults more specifically and directly.

Like the Homework Help program, Tai Chi – Moving for Better Balance (TCMBB) was not a program that was included in the original grant proposal. The opportunity came about to offer this 12-week, evidence-based, fall prevention course, free of cost (due to a Federal grant to the Oregon Health Authority who was offering the course to community and other organizations) to Tualatin's older adult population and we leapt at the chance. Participants in the course reported that there are few opportunities for free physical activity based classes and that they were very grateful to be able to improve their health this way.

Objective: Create Tools to make this project sustainable and replicable	100% Progress / Results: Ongoing
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Activity Summary: <i>(type below this table)</i>
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We have created many tools to sustain this project beyond the time period of the grant including organizers, spreadsheets, and relationships in the community. We have also created numerous articles, flyers and letter that can be utilized as samples.

We are creating training manuals for the Homework Help program and for the Intergenerational Computer Classes so they can sustained and replicated.

4. Significant developments:

First quarter – Several external events have hampered our ability to begin this grant:

The City of Tualatin does not have limited term positions, so the creation of this grant-funded position required a Memorandum of Understanding with the Tualatin Employees Association, the organization that represents all non-management employees in the city, except for police officers.

The City Human Resources Manager position was vacant when the grant began, and the City was not prepared to bring this issue to TEA until this past month. The MOU has been signed with TEA, and recruitment has begun for a Program Specialist to coordinate the activities listed in the grant.

Our lead partner, Loaves & Fishes, has been through significant transition in the months since we were notified of the grant award. The director of the Juanita Pohl Center left for other employment, and a part-time director is working in the interim.

Loaves & Fishes have indicated a desire to limit their involvement with the Juanita Pohl Center to food service only, and to remove themselves from any recreational, social or educational activities that they currently coordinate at JPC.

The City and Loaves & Fishes are currently in discussion about their roles and responsibilities, with plans to sign a new contract in June. It is expected that the City will assume responsibility for all non-food services at JPC starting July 1st.

We are currently planning to file a request to extend our grant period, so that we can accomplish what we listed in our grant application.

Second quarter – As expected, the City of Tualatin assumed all non-food service responsibilities for the Juanita Pohl Center. This decoupling of food service from other activities will facilitate programming as both the program specialist and the center's director are now City of Tualatin staff. The City also hired a permanent center director. The program specialist will work closely with the center's new director so the successful filling of that position is important to the fulfillment of the grant's objectives.

Third quarter – Significant developments in this quarter include:

- Creation of a new webpage for older adults on the City of Tualatin's Library website <http://www.tualatinoregon.gov/library/adults-50>
- 23 adults 50+ have applied to be a community resource.
- Performed outreach to 11+ organizations
 - Rolling Hills Church
 - The Historical Society (City of Tualatin)
 - Friends of the Library
 - Community Warehouse
 - Veterans of Foreign Wars
 - Tualatin Elementary School
 - Tualatin High School
 - YMCA
 - Elders in Action
 - AARP – Experience Corps
 - Tigard/Tualatin Family Resource Center
- Partnered with
 - Beaverton City Library to bring their model Homework Help program to the Tualatin Library
 - Geezer Gallery and Juanita Pohl Center to bring creative aging arts and writing class
 - Tigard/Tualatin Family Resource Center – 1) webpage link; 2) promotion of Homework Help program to Tigard/Tualatin school secretaries and counselors
- Partnerships in development with
 - Oregon Health Authority – to bring evidenced based Tai Chi – Fall Prevention course

Fifth Quarter:

We developed a survey that could be used as an example by any library seeking to understand its older adult population and began distributing it to older adults in both print and online forms in April to assess their views of the library and their opinions on what the library could do to better serve them. From the results of these surveys, and the focus groups that have been scheduled for May, the Program Specialist will make recommendations on how to best serve the unique needs and interests of older adults, recognizing the diversity of this demographic and make recommendations for changes to improve library services. A few themes regarding the facilities and program topics have already begun to emerge from the surveys collected.

In addition, the program specialist is soliciting input from interested agencies including AARP and Elders in Action. Ultimately, all programs, publicity, training manuals and reports will be compiled into an online tool published on Northwest Central for other libraries to use and modify for their own needs.

We continue to develop tools to sustain this project beyond the time period of the grant including organizers, spreadsheets, and relationships in the community. We have also created myriad articles, flyers and letters that can be utilized as examples by other libraries seeking to serve their older adult populations. In addition, we are creating training manuals for the Homework Help program and for the Intergenerational Computer Classes so they can be sustained and replicated.

Final Period:

In addition to the survey instrument and focus group questions and tools discussed above, we have also written a handbook for developing and implementing an Intergenerational Computer Course. The handbook discusses why libraries and other organizations might want to present these classes, the benefits of the classes for older adults and teens, and the how's of putting on the program including lesson plans, training consideration and program evaluation.