

# Community Needs Assessment

New Central Library  
for County of Fresno

Fall 2005

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Fresno Central Library  
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## I. Introduction and Executive Summary

The Fresno County Central Library, located on Mariposa Street in downtown Fresno, opened in 1959. It is a major research library that serves the 836,200 people in the County Library service area<sup>1</sup>, backs up the Library system's 33 branches and attracts researchers and visitors from throughout the San Joaquin Valley region. The facility has 80,400 square feet on three floors. It was designed to serve a population of 361,500 and is too small to meet the community's current needs for library service. Shelving for book and media collections is at 100% capacity. Older materials must be withdrawn or placed in inaccessible storage to allow space for new material. New collections cannot be developed due to lack of space. Seating has been sacrificed to create space for shelving and computers. Public programs and community meetings must be held off-site. Acoustically separate space for group study or quiet study is needed.

The facility's age and condition also impair library services. The building's mechanical and electrical systems have reached the end of their effective life cycles. Several interior remodeling projects over the years have created a convoluted layout of spaces that confuse the public and reduce staff efficiency. Fifty-four public access computers have been installed in the building. Although demand for this technology is overwhelming, additional computers cannot be provided unless shelving or seating is removed. On-site parking is severely limited. Continuous use has worn down the building's interiors.

The service population is expected to grow by 85.7% by 2040, to 1,436,063 people. The current Central Library will become increasingly unable to meet the community's library service needs over time. A new central library facility is needed to enable the County Library to meet community needs and to truly fulfill the promise of Measure B.

Every community demographic indicator supports the need for a new, larger central library - the number of children and youth, low academic achievement scores, low income levels, high unemployment, the number of English language learners. A larger Central Library with stronger collections, increased seating, increased numbers of computers and places for study, improved meeting room space and staff workspaces will enable the Central Library to meet current and future community needs.

A 329,225 square foot Central Library facility, on five levels, is proposed for Fresno County. The new facility would provide space for book and media collections that total 859,500 volumes, as well as space to house the Library's collections of periodical and newspaper back files, government documents and California History and Genealogy collection. Seating capacity would provide 944 reader and study seats, including dedicated seating for group study, for parents and children and for teens. Space is recommended for 214 public access computers at sit-down workstations, two computer labs that accommodate 48 and another 103 stand-up computers to provide convenient online catalog access. The facility would also support programming and meeting space, including a 350-seat auditorium, multipurpose meetings rooms and mid-sized conference rooms. An adjacent parking area that accommodates 576 to 659 vehicles is needed to support library visitors from throughout the county, and Library staff. Delivery and service vehicles will need an additional 26 parking spaces. Additional street parking for public and staff will be available on adjacent streets.

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<sup>1</sup> Population based on State Department of Finance estimate, January 1, 2004

## II. Assessment Methodology

### A. Executive Summary

The County of Fresno and its consultants utilized a variety of methods to involve residents and community representatives in the process used to determine the service needs that the Central Library should address. Community outreach methods included the following:

- Eleven focus groups in which 90 community members participated – parents of school-age children, teens, new Americans, social service providers, adult learners, physically disabled, K-12 grade teachers, genealogists, members of the Saroyan Society and museum directors.
- Eight interviews with key community representatives who work with seniors, the blind and visually impaired, low-income families, at-risk youth, or County staff who work in community development and planning.
- A community survey distributed throughout the Library system to learn the ways in which the public uses the Central Library now and what public perception is of the current facility. Responses were received from 618 people.

In addition, the consultants interviewed Library staff, toured the current Central Library and several branch facilities at which system-wide services are located. Library usage and collection size data was gathered and analyzed. A profile of community demographic was developed. The project team and consultants visited significant new central libraries in Salt Lake City and Seattle to learn how these institutions approached service issues that Fresno County is also facing.

The consultants developed a set of service level recommendations that served as a framework for preparing a space needs assessment. This work was then used as the basis for the needs assessment.

## B. Planning Process

In February 2004, Fresno County selected DKSJ Architects, in association Allen Lew & William Patnaude Architects and Welles Pugsley Architects, to design a new Central Library in downtown Fresno. The design team engaged Kathryn Page Associates, a library planning firm, to prepare a library services needs assessment and to confirm and update an existing building program for the new library.

The needs assessment was initiated in September 2004. The library consultant worked with the project team to develop a community input work plan that would elicit a balanced, thorough body of information regarding the service population's library service needs. The input strategies selected included a community survey, a series of community focus groups and interviews with several key community representatives.

Eleven focus groups and eight individual interviews with key community representatives were conducted in November 2004. The consultants facilitated the meetings, with Library and design team members recording each session. During the same time period, the consultant and Library staff collaborated to assemble significant library usage and collection statistics and the consultant gathered demographic data regarding the Library's service population. Interviews with key Central Library staff and managers were also conducted.

In December 2004, the planning committee visited new libraries in Salt Lake City, Seattle and Richmond, British Columbia, to learn first-hand about new trends in major urban library services and design. The consultant also presented a slide show of trends in public libraries to the project advisory committee.

The consultant developed a set of service level recommendations, for target collection size, seating capacity, numbers of computers and programming and meeting room spaces, building on the demographic and library use data, the focus groups, and interviews and discussions held with the Library and project team. Library management reviewed these recommendations and gave feedback. The recommendations were refined and used as the basis for a space needs analysis, which in turn was incorporated into the present study.

The needs assessment also drew upon prior planning work by the County Library, including an important facilities assessment, The Heart of a Community: Its Public Library, Meeting Library Needs for Fresno County Residents: 2002- 2020. The Fresno County Board of Supervisors adopted this document in February 2003 and it has provided a framework for library facilities planning for the County Library.

Other planning documents incorporated into the present study include Fresno County Public Library Long Range Goals and Objectives, 2004-2006, two public opinion polls conducted for the Library by Godbe Research, in 1998 and in 2003 and the results of a service area mapping project conducted for the Library by Dr. Christie Koontz, Florida State University, Director of the GeoLib Program.

The current study also draws upon a site selection study and building program for a new Central Library prepared by Ripley Associates in 2002.

## B. Community Input Strategies

### 1. Focus Groups and Community Meetings

In November 2004, Kathryn Page and Drew Harrington facilitated a series of eleven focus groups. The groups were selected to provide an opportunity to listen to representatives of several key client groups. During a six-day period in early November, the consultants met with the following groups. A total of 90 people participated in the eleven sessions. Complete written summaries of each session are included in this report as *Appendices A1 - A11*.

- Parents of School-Age Children
- Teens (two sessions, the Library Teen Advisory Board and students at Computech Middle School)
- New Americans
- Social Service Providers
- Adult Learners
- Members of the Disabled Community
- Saroyan Society
- Teachers
- Arts and Cultural District
- Genealogy Society

The focus group participants' comments are summarized below:

#### a. Parents of School-Age Children

The group expressed a desire for increased children's collections – more books for preteens, more ethnic-related materials, more books on CD. More inviting seating wanted – window seats, parent/child seating, quiet nooks for individual reading – next to the book collection. We need “books, books, books.” Add “softness” to the environment – warm, inviting color scheme, soft seating, carpeted floors for comfortable floor seating. Include “child-friendly” features, such as a “book tunnel” through the stacks – nooks and/or passageways that attract children and make the space “child-centric”.

Space is needed for groups of children – students working together on school assignments, Girl Scout troops visiting the library or other groups. Both group study space and class visit marshalling space are needed. Children's programming space needs both acoustical enclosure and visibility, to create a connection between programming and visitors to the library and to raise awareness of programs.

Provide some separation from the rest of the Library, similar to the current children's area. Safety and security are primary concerns – good sightlines throughout the space, good visibility from the service desk, protection of children from transients and unaccompanied adults family restrooms within the children's space. “Make sure the entire site is safe and perceived as safe. Parents need to know that their kids will be OK when they visit the library on their own.”



Parking must support parents' and families' use of the library – affordable or free, with enough parking time allowed, close to building so parents with several children and a stroller can navigate.

The facility overall needs to be appropriate to Fresno's size and stature, unlike current building, which is "small-time" and not impressive, a facility with a sense of space, full of open areas and reading tables. A larger, more up-to-date public meeting room is needed. An outdoor reading courtyard that is within the building and a place to purchase refreshments would be welcome amenities.

b. Library Teen Advisory Board

A separate space for teens is very important. If possible, some computers should be in this area. The area needs to be more inclusive, with more copies of book classics, music CDs (more up-to-date than the current selection – rock, alternative rock, punk, ska), more copies of books on school required reading lists, more copies of popular books ("We are more likely to check things out for recreational reading than for homework, but we need both."), more up-to-date books in other languages.

More computers are needed, available for longer periods of time. The current sign-up system does not offer enough time to do the research they need to do. Some computers should be for research and some for fun.

Study rooms are needed (two reported that they do not study at the library now – "it's too noisy here.") One reported studying at Starbuck's with her friends. "We need space to spread books out, round tables to work together, comfortable chairs and easy access to the reference collection."

Consider teen programming – open mike nights for poetry slams and other programs aimed at teens. A café would be great – all present agreed that access to food and drink would be a draw.

More seating in the Library is needed generally and a wider selection of books. "It is sometimes hard to find a specific book."

c. New Americans

The Library needs to provide information for people new not only to Fresno but also to American culture, information in both English and in the languages native to new immigrants. Survival and orientation information, citizenship test preparation, health and medical information, ESL and language study, information on small business and entrepreneurship and civil rights. Provide this through the collections and the staff, which needs to include bilingual individuals for all the languages spoken by the new immigrants – including Spanish, Hmong, Russian, Vietnamese, Punjabi and Urdu. There should also be computers at the library that support the alphabets and scripts of these languages. Classes on learning English, citizenship preparation and similar topics of interest to new arrivals are also important, as are bilingual children's storytelling programs.

More computers are needed to support learning – low income people depend on the library's computers; most do not have their own. Provide conference rooms where small groups can meet or groups can study together.

Special care must be taken to show that the library is for everyone. It should be inviting from the outside, even the landscaping should be chosen to convey this. If there is a café, do not make it a flashy, commercial type of place. Instead, make it feel homey, with food that everyday people want to eat. Consider allowing people bring in their own food to eat here.

Provide a bright, cheery color scheme. Many refugees are not attracted to color schemes used, for example, in upscale coffee houses. Incorporate the aesthetic of the cultures of new Americans into the building. Space out the seating to give people “personal space” – people of different cultures need generous room to comfortably co-exist. Consider creating a “World Room” that honors the cultures of the community. Offer many magazines and newspapers in the languages of the community – a link to their native countries and a way to stay up with what is happening there.

Consider an outdoor play area for children, or a child care center, so parents can study for a little while and leave their child in a safe space.

The building needs to have openness, it must relate to the community and honor the community’s cultures.

d. Social Services Providers

Participants represented the Central Valley Regional Center, which serves developmentally disabled adults, and Senior Companions, which trains seniors to work one-on-one with other seniors who are housebound or frail. The group discussed how to design the facility to accommodate these groups and suggested features that would benefit the disabled, including wide aisles and generous circulation space, well-made and durable seating, space to spread out, wheelchair accessible table seating, adult programming, an outdoor patio or courtyard, lots of natural light, an age-appropriate book collection, mid-height shelving and a balance of safety, openness, and “cubbyholes”, that is, areas of personal space, to give each person a sense of his own space.

Ample access to computers was stressed, since many developmentally disabled teens and adults do not have computer access at home.

Current events discussion groups would be well attended. This group is very interested in what is going on around them. The Library could devote some space to a “current events” area, maybe with a large screen TV tuned into CNN and multiple copies of newspapers.

e. Adult Learners

Participants were all enrolled at the Cesar Chavez Adult School. They represented several categories of students: those preparing to take the GED exam, English language learners, computer technology, criminal justice and nursing students. Most students have no access to a computer except at the public library. Several use the Central Library’s computers on a regular basis. The Adult School has no library on campus.

Students recommended that the Library provide larger collections of test preparation books, materials to support school assignments, materials in Spanish both for adults and children, career guidance materials. The overall book collection needs to be more current and offer more choices. A well-rounded Spanish language collection is needed, with popular fiction and nonfiction, as well as better collections in Russian, Chinese and Portuguese.

More programming for children was requested, at times when parents could bring their children to the Library and study while the programming occurs. Day care – parents want to be close to their children while they study. Parents want to be assured that their children are safe while they study. Perhaps a child care service could be implemented. Several parents present said they would be glad to volunteer in such a center.

Additional computers and longer time periods for computer use were mentioned. A larger video and DVD collection was also requested, with more educational videos and a place to watch videos and DVDs at the Library.

Consider offering classes to prepare for the GED exam. Perhaps the Adult School could provide instructors for classes held at the Library.

Make the library convenient to bus transportation.

f. People with Disabilities

Participants included blind, visually impaired and hearing impaired individuals, some of whom work for the Department of Rehabilitation, the Deaf and Hard of Hearing Services Center and the Talking Book Library.

Services requested for the new Library included accessible computers, including text-to-speech software programs, accessibility software such as JAWS, Zoomtext, and SuperNova, as well as training on how to use them. Space for the Talking Book Library is needed within the Central Library, expanded beyond its current space. The Talking Book Library space needs to be easily accessible from outside the building, but must also be somewhat protected from people who casually wander in, since the service is limited to individuals who have registered as Talking Book Library users.

The Library needs drop-off space for passengers at the entrance, for para-transit vehicles and parking. Excellent lighting and clear signage is very important.

Locate assistive listening devices in the meeting rooms, similar to new Woodward Branch, which has a built in FM system. Provide an assistive listening FM system and interpreters for guided tours through the building. Consider “talking signs” for the building, as well, and a visual building directory that would allow deaf visitors to orient themselves.

Design the building with navigation by the disabled in mind – avoid complex pathways and elements that overhang or impinge on the walkway, elements that a blind person cannot detect with a cane.

g. Computech Middle School Students

Twenty middle school students offered the following suggestions on how to draw youth to the new Library:

Give us our own room, with comfy, modern furniture and video games that circulate. Provide a manga book collection (“manga” refers to a type of graphic novel), complete sets of series books and books that have been made into movies. Allow us to watch movies with snacks. Have a place to buy and eat hot chocolate and sandwiches.

Have a book discussion group and clubs for teens and bring in speakers who are writers we know and like.

Provide space where we can study, where we can listen to our Walkmen™, large tables to study together and use our laptops. Provides space for noise and space for quiet study.

Better access to computers for Internet access, listings of good research websites for students to use. We need to use computers for school 2 to 3 times each week. Provide software for writing and preparing school assignments – timeline maker, Appleworks. We need a room with report-making equipment and supplies (laminator, binding machine, glue sticks, scissors, supplies you can buy)

Have a space like Barnes & Noble or Borders – this is where we go now because it has everything, a good selection of books (“the library’s books are all beat up”) and friendly people to help you. We need a wide selection of books, an updated collection. Make the whole library clean and fresh smelling.

h. Saroyan Society

The Saroyan Society is a non-profit, public service organization, dedicated to promoting the life, times and literary works of William Saroyan, the Pulitzer-prize winning author and playwright. The society encourages exploration of the human values depicted in Saroyan’s writing, responds to the needs of the Library, and sponsors events with or without the Library’s participation.

The Society hopes that a new library building will provide a special and expanded place to store and display the Saroyan collection in a way that will allow the Society to build connections with the Fresno community. A room is needed adjacent to or within the California History area in which artifacts, manuscript material and other items associated with Saroyan and his work can be displayed in secure, environmentally controlled conditions. The Society is more concerned with programming and events than in developing a research facility for Saroyan. Programming and meeting room space within the Library is crucial, however, for audiences of 300 people, both adults and children, who will attend plays, readings, symposiums, writing contest events and possibly distance learning events held in cooperation with the University.

The Society wants to have a special space within the Library that can honor Saroyan by accommodating a display of art and artifacts and to display selections from his writings. There is also need for environmentally controlled, secure storage for the collection,

which is expected to remain essentially at its current physical size, although additions to the collection continue, particularly correspondence and personal papers.

i. Teachers

Six teachers participated in the focus group, representing both city schools and schools in rural areas of the county. All participants, with one exception, teach at schools that serve highly diverse students and families. Most students are Hispanic, Asian or non-Hispanic White. Many students speak English as a second language. For most students, there are few, if any, books in the home, and families do not have a culture of reading. Each school, however, has some voracious readers, who rely on the school library and the public library for extensive reading materials. In one area with a large community of Hmong families, the closest public library is approximately five miles away. Often, the students' challenge it is not about having books to read, but about being motivated to read—holding reading as a value.

The school libraries struggle to build and maintain collections—there is enormous variation in the collections, with some schools able to provide less than one volume per student, while more affluent schools may have up to ten volumes per student. Most of the school library collection levels fall somewhere between these extremes. Collections can be quite dated, but with so little money to replace books, weeding is done with great care so that if something still has value, it may remain in the collection even if it is from the 1930's or even earlier. These are lean times for the school libraries, with most receiving only \$1.50 per student for collections.

School libraries' access to technology is generally stronger than their book collections. State funding has helped to purchase computers, which are heavily used by students. The schools offer a solid selection of subject databases, though not as many as the public library.

Students use their school libraries heavily, with as many as 3,500 visitors passing through the library entry gate during a busy week. Teaching faculty also use the libraries for lesson planning and for class instruction visits.

In addition to school day usage (usually 7:30 a.m. to 3:30 p.m.) some school libraries offer extended hours, staying open until 5:00 p.m. At the Roosevelt School Library, some evening and Saturday hours are offered during peak assignment times. Families also use the school libraries. Computer training and ESL classes are offered to parents in the libraries.

Participants discussed the Central Library's ability to serve their students. Several reported that the Central Library is the closest public library to their students' homes. Their students report that the Central Library is too old, crowded and "smelly". They have to wait to use computers and it is difficult to find seats where they can work together on assignments without being asked to be quiet. The collections are generally thought to be strong, though the arrangement can make them difficult to locate. It is also good that everyone can receive items from throughout the system at their home library.

At the school libraries they frequently use the public library website to look things up. Its nice to know that the books they need exist and are available, but it is frustrating that there is no interlibrary loan system/shared borrowing system in place. One teacher noted

that she likes the feel of the Central Library—the old materials like marble and wood and tile.

The group suggested ways that the new Library could serve students:

- Set-up a shared borrowing program so that students can easily borrow from the collections, with delivery service at the school libraries
- Continue and enhance collaboration on library programs and to encourage students and families to use the public library
- Provide staff who speak multiple languages so that families feel welcome and comfortable
- Build a younger, more “hip” staff that students can relate to—young and multi-ethnic
- Sponsor a tutor program—use young people and people who speak multiple languages
- Include signs in several languages
- Provide a coffee bar and snacks, like Borders Books
- Provide viewing rooms so that people can watch videos/DVDs at the library
- Provide display space and program space so that there can be thematic events, e.g. Dr. Seuss’ birthday
- Keep the shelves at medium height - people don’t like to have to use a stool to reach the books
- Offer graphic novels
- Offer “me-centered” collections that interest teens—beauty, relationships, health
- Offer collections that support school curricula
- Offer a strong collection on Fresno area history
- Include group study rooms that will seat about six people at a time
- Include low, family tables and places where parents can read with children
- Include a quiet zone for study
- Plan for program space and then have free programs that will draw children and families and student performance programs that will draw parents
- Have something exciting going on at the front door, right after you walk in, that will encourage people to come inside (little performances, music, contests, etc.)

j. Arts and Cultural District Leaders

Participants described their planning efforts for the Arts and Cultural District. Plans focus on creating a “campus” in the neighborhood, a unified, collaborative cluster of distinct, but related programs that would include a planned Historical Museum, the renovated/enlarged Fresno Metropolitan Museum, Arte Americas, and the renovated broadcast station of KVPT (public television station). The campus is also the preferred site for the new Library.

To be effective, the campus should have common design elements and shared landscape architecture that will give continuity to the area.

There is an awareness that the District will need to include amenities that draw visitors, such as a café and gift shops or perhaps a shared gift shop. All meeting attendees agreed that they will need to have a café, but it is hoped that this can be outsourced so

that each program can concentrate on its services and let a professional plan and manage food services.

There is growing interest and enthusiasm for the district, and there have been a number of successful, well-attended programs, such as the “Art Hop” on the first Thursday of each month, with all area galleries and museums open and offering free admission.

Parking will be very important and must be planned so that it encourages visitors rather than discouraging them with too few spaces and/or too high fees. Also, public relations work will need to be done on the perception of downtown Fresno, which is viewed as having parking problems, crime and safety issues.

During the day, the audience for the museums in the District will be young, mostly students in grades K-12. This will have implications for planners:

- Many school groups
- Bus transportation and parking
- Amenities that will appeal to children
- Safety and crowd control planning

The Metropolitan Museum will not have a performance space, but will have a lecture hall to seat 150 people for Museum-sponsored events. There will also be a multi-purpose room for about 16 people, and 5 classrooms.

KVPT will be adding a new channel, PBSU, for University productions and distance learning. It will be important for all of the District’s institutions to be connected with fiber optics for video distribution so that any program at any of the locations can be broadcast to multiple sites.

The historical museum will have classrooms, which can be assigned to teachers for a whole day or longer. The idea is to get away from the traditional museum visit of unloading the bus and herding the students through with a docent. Instead, the classrooms will allow for real teaching and in-depth, extended projects. The historic focus of the museum will be on California history, but will also have significant information/exhibits relating to U.S. history.

The Historical Society finds that there is tremendous interest in history-based programs, which will make it important for the District have theatre space. The theatre should include the following, whether it is in the Library or in the Historical Museum:

- Seating capacity of approximately 300 people
- Slanted floor with fixed theatre seats
- Stage, sound & lighting appropriate for quality performances

k. Fresno County Genealogy Society

The Genealogy Society and the Library have an ongoing contractual relationship, in which the Library catalogs and houses the Society’s materials. The genealogy collection is the foremost genealogy library in the Central Valley, with visitors from all over the world. The Society and the Library want to continue this working relationship in the new

Library. Currently, the Society cannot acquire everything it needs due to space limitations. Items are interfiled and ownership is designated with an ownership stamp. The genealogy collection is not weeded, nor is local history – both collections cumulate, but the genealogy collection is not archival.

The genealogy collection needs include:

- A locker area for visitors to place their briefcases and backpacks.
- Open shelving space for the entire collection.
- Laptop computer plug-in capacity at each seat, with lock-down capacity so visitors can consult resources throughout the space without needing to take their equipment with them.
- Generously sized research tables.
- Adjustable height seats.
- Work surfaces on either side of microfilm reader/printers, with task lighting.
- Combined service desk with California history, with visibility from the staff work area.
- Light dimmers in the microfilm reader area.
- Flexible equipment tables that can accommodate either microfilm equipment or computer equipment, since genealogy resources are moving increasingly toward the Internet.
- Decent work and storage space for the genealogy staff and volunteers.
- Public meeting and programming space to accommodate audiences of 200 people.
- One copy machine for the public and one for the staff.
- Access to media presentation equipment for computer based training.
- Higher level of security than in current building, with a set of security barriers at the entrance to the California History/Genealogy space.
- Space in the open area for several card catalog cabinets that contain the obituaries file.

## 2. Interviews

The consultants also interviewed several key community representatives who were able to offer unique insights into the service needs of specific groups within the community. Interviews were conducted with:

- Carolina Jimenez-Hogg, Assistant County Administrative Officer for Economic Development
- Gigi Gibbs, Fresno County Community Development Manager and Director of Tourism
- Connie Hales and Steve Barile, Fresno Poetry Center
- Jo Johnson, Jean Robinson and Sandi Martin, Senior Resources Center, Fresno-Madera Agency on Aging
- Richard Kriegbaum, United Way
- Walt Perry, Fresno Metro Ministry
- Wendy Eisenberg, Talking Book Library
- Jacqueline Smith, Comprehensive Youth Services



### 3. Areas of Concern

The issues raised in the focus groups and the interviews centered around the following areas of concern. While each session's participants offered their own perspective and set of perceived needs, there were several recurring themes that were echoed by more than one group or set of interviewees. These themes were:

- Provide enhanced public programming, improved programming and meeting rooms spaces and opportunities for community meetings with large, medium and small audiences.
- Provide an improved collection of books and media as well as the need for better shelving – less densely shelved, more browsing opportunities, more generous aisle space. Collections that need improvement included the children's collection, materials in other languages, including Spanish and a host of other languages, teen materials, media in several formats including DVDs, videos, compact discs and language learning, the genealogy collection and the adult fiction and nonfiction collections.
- Provide improved access to computers and computer technology, access to computer-based learning, access to software that helps the physically disabled. This included an almost universal request for additional public computers.
- Provide improved seating of all types – study seats, lounge seating, quiet study and group study – as well as the desire for increased space for people throughout the facility, individuals, small group and families.
- Create an improved ambience within the facility, a facility that is welcoming and inviting to all community members.
- Provide improved parking (more parking spaces, free or inexpensive parking fees, well laid out parking egress) and convenient, safe physical access to and from the facility. Improved, convenient public transportation access to the library from throughout the county was also emphasized.
- Provide spaces, collections and services that support students in grades K-12 as well as adult learners and literacy students.
- The library must be safe and secure and perceived as safe by the community.
- Provide café service as well as comfortable space in which people may eat and drink food brought from home.
- Support the Regional Jobs Initiative by providing information and study needs of job seekers and those who are trying to secure better employment.
- Ensure that the facility is ADA compliant and designed to be sensitive to the needs of people with disabilities. Relocate the Talking Book Library from its current location to the new facility.

- Provide bilingual staff and signage to better serve the needs of community members with limited English language speaking and reading skills.
- Provide dedicated space and services for teens.
- Provide a space that honors the work, life and legacy of William Saroyan.
- Provide a space that highlights poetry and the work of the Fresno Poets.

#### 4. Community Survey

A printed library services survey was distributed in January 2005 to elicit information about how County Library customers use the Central Library and how they perceive its services. Survey forms in both English and Spanish were made available at the Central Library, all branches and bookmobiles and on the Library website over a seven-day period in mid-January. A total of 618 responses was returned and tabulated, 247 (40%) from Central Library customers, 338 (55%) from branch libraries and 33 (5%) from the website. Survey findings are summarized below.

- English language surveys were 85% of the total returned (526 surveys) and 15% were Spanish language (92 surveys).
- Of the respondents, 281 (45%) indicated that they speak and/or read another language than English. This included respondents in both English and Spanish, and was evenly divided between Central Library and branch library customers (128 from the Central Library and 153 from branch libraries).

Table 2.1  
Languages Spoken by Respondents  
(other than English)

Language Spoken/Read	Number Reporting
Spanish	141
Armenian	35
Chinese	17
Hmong	17
Japanese	12
Russian	10
Punjabi	7
German	6
French	5
Laotian	4
Portuguese	4
Italian	3
Khmer	3
American Sign Language	2
Gaelic/Irish	2
Gujarathi	2
Tagalog	2
Arabic	1

Language Spoken/Read	Number Reporting
Estonian	1
Farsi	1
Greek/Latin	1
Hindi	1
Mexicano	1
Serbian	1
Swedish	1
Ukrainian	1

- Respondents reside throughout Fresno County, living in 48 different zip code areas.
- Respondents were of all ages, from youth to seniors. Adults between the ages of 35 and 54 were the most frequent respondents, with 248 responses (40%).
- Most respondents travel to the library by car (436 respondents), 107 walk, 70 take public transportation, 40 ride a bicycle and 17 car pool. 32 respondents reported that they access the library solely by computer and 8 solely by telephone.
- Of the 618 respondents, 338 (55%) noted that the Central Library is one of the libraries they frequent. In a separate question, the survey asked specifically whether or not the respondent uses the Central Library. An even larger number of respondents answered “yes” to this question – 398 (64%) of the total.
- Central Library users were asked how often they visit the Central Library facility. 137 respondents (32%) reported that they use the facility two or more times per week, 92 (22%) reported a weekly visit, 87 (21%) reported a monthly visit and 108 (25%) reported less than monthly visits.<sup>2</sup>
- Users were asked for the reasons that they visit the Central Library. One hundred and thirty-seven respondents (32%) reported that the Central Library serves their neighborhood; 212 respondents (50%) reported that it offers more books and other materials than their local library; 142 respondents (33%) reported that they use the Central Library’s computers. Other reasons are noted in the table below.

Table 2.2  
Reasons People Use the Central Library

Reason	Number Reporting
My neighborhood	137
Books & Materials	212
Computers	142
Use when I am downtown/close by/at school	11
CA History/Genealogy	4
Research	1
More science fiction & fantasy titles	1

<sup>2</sup> A total of 424 respondents answered this section, 26 more than those who indicated that they visit the Central Library. Percentages applied to all questions are derived from the larger number.

Reason	Number Reporting
I work downtown	6
Genealogy	8
Used books for sale	4
Homework help	1
For special events	1
To find a job thru the class	1
Has more seating	1
Better hours than bookmobile	1
Open on Sundays	2
Teacher resources	1
Use copy machine	1
Magazines	1
Greater variety of books	1
For my children's homework	1

- Users were asked for the reasons they do not visit the Central Library. Twelve respondents (3%) reported that the Library does not have what they need; 104 respondents (25%) reported that the lack of parking discouraged them; 204 respondents (48%) reported that the location is not convenient to them; and nine (2%) that the hours are not convenient. Other reasons for not using the Central Library are noted in the table below.

Table 2.3  
Reasons People Do Not Use the Central Library

Reason	Number Reporting
Does not have what I need	12
Lack of parking	104
Location is not convenient	204
Hours are not convenient	9
Books I want lost/not returned	1
Ambiance dull and smelly/not a fun place to go/"old feel" yellowed & dull vs. bright, modern look	3
Too many Internet users	1
Panhandlers/environment feels unsafe	5
Have no time to visit library	2
Extended hours at branch library/use branch instead	1
I find what I need at my branch library	1
Need public lockers	1
Do not like to go to downtown Fresno	1
No transportation	1
I buy the books I need	1
It was confusing to get to; disappointed after moving from Salt Lake City and their awesome Central Library	1

- Respondents who reported that they use the Central Library noted the services that they use - 380 (90%) borrow books, 223 (53%) borrow DVDs and/or videos, 193 (46%) use the Library's computers or search the Internet, 174 (41%) ask the librarians for help, 169 (40%) search databases on the Library's computers, 134

(32%) study at the Library, 129 (30%) borrow compact discs or audiotapes. Other services used are listed in the table below.

Table 2.4  
Central Library Services Used

Service Used	Number Reporting
Borrow books to read	380
Borrow DVDs and/or videos	223
Use the Library's computers or search the Internet	193
Ask librarians for information assistance	174
Search databases on the Library's computers	169
Study at the Library	134
Borrow compact discs or audiotapes	129
Phone the library for information	82
Take computer classes at the Library	79
Access the Library's resources from their home computer	77
Attend Library programs for adults	42
Use the Career Center	42
Attend Library programs for children	29
Attend Library programs for teens	25
Participate in literacy tutoring at the Library	17
Conduct genealogical research	13
Use Dial-A-Story	9
Read periodicals or newspapers, including old, unique periodical titles	9
Research or use the reading room	6
Consult wiring diagrams, Sams Photofacts	3
Buy used books	3

- Respondents were asked what improvements they would like to see at the Central Library. Responses were given both by Central Library users and non-users, as summarized in the table below.

Table 2.5  
Central Library Improvements Needed

Improvement Needed	Number Reporting
Improved parking	253
Improved book collection	244
Improved computers	237
Improved DVD collection	177
Improved places for quiet study	162
Improved video collection	119
Improved music CD collection	102
Improved new book browsing area	95
Improved places for group study	94
Improved children's book collection	80
Improved seating	80
Improved collection of books in languages other than English	76

Improvement Needed	Number Reporting
Improved services for teens	66
Improved children's programming	65
Improved genealogy service	58
Improved meeting room space	57
Improved audio book collection	53
More inviting, modern interior, new paint	5
Improved foreign language book, AV collections, more Indian movies/DVDs	4
Improved periodicals collection, improved magazine reading area	3
Café/coffee shop	3
Improved hours/open later on weekends	3
Fewer homeless people	3
Larger building/new building	2
Reorganize interior to improve wayfinding/improve organization of books	2
More staff	2
Longer Internet sessions	2
More headphones; headphones that work in the computer lab	2
Modernize; nicer atmosphere, not so sterile	2
Up-to-date records in catalog	1
More space for browsing used books for sale	1
More copies of popular items, especially DVD & CD	1
More unabridged audio books	1
More conveniently located to northern part of Fresno	1
Improve law book collection	0
Make two computer areas	1
More books about relationships, family, friends	1
Provide laptop computers/plug-in capability	1
Improved directory section, including agriculture	1
More foreign films on DVDs	1
Less computers in Children's Room	1
Larger men's restrooms	1
Hard to find recent magazine issues	1
African American materials needed	1
Make computers load faster	1
More ethnocentric programs for kids	1
Kick out troublemakers; people playing games on computers	1
Places to view movies & listen to audio	1
Display area for promotions	1

- Respondents were asked to prioritize five new or enhanced features being considered for the Central Library by assigning a numerical ranking to each, with 1 the highest ranking. As a whole, respondents identified a book store as most important, a photocopy service as second in importance, a café as third priority, improved meeting rooms fourth in importance and an auditorium as least important. The priorities of Central Library respondents were somewhat different, however, reporting an auditorium as the highest priority, photocopy service as

second most important, a café as third in importance, and a bookstore as least important.

Table 2.6  
Priorities for New/Enhanced Features

New/Enhanced Feature	Combined Score All Respondents	Central Library Respondents	Branch Library Respondents
Auditorium	3.33	1.95	3.22
Bookstore	1.73	3.55	1.55
Café	2.74	2.30	2.61
Meeting Room	2.86	2.65	2.72
Photocopy Service	2.26	2.00	2.15

- Respondents' general comments were especially revealing in the wide variety of topics noted and opinions expressed. The comments have been captured and summarized in the table below.

Table 2.7  
Survey Comments

Comment	Number Reporting
Central Library needs improved handicapped access	1
Needs improved parking	4
Reliable, improved public transit to/from downtown/better bike & bus access	3
Is this a ruse to build a new central library? Leave things as is & hire more help, especially computer techs	1
More library job openings	1
More checkout stations	1
Keep location in downtown Fresno	2
More computers/increased computer time for kids	2
More tutoring sessions for school & college students	1
Better light/good lighting/skylights	5
More staff; bilingual staff	2
Improved science fiction & fantasy collection	1
Up to date books in science & social sciences	1
Up to date books in the history section	1
Improve rural libraries, especially Sanger, Fowler, Parlier	1
More paperbacks - suspense and romance	1
More self-help books	1
Want a Central Library similar to Modesto	1
Staff deserves 10% raise; am in favor of tax increase	1
Parking at Central is impossible	1
The library is not very comfortable; I would spend more time there if the surroundings were more appealing (comfy, clean furniture, a café)	1
I do not feel comfortable going downtown; genealogy portion of the library should be moved to another pt of town and given a conference room/would use central library if not in downtown	2
need air controlled storage for rare books	1
security assistance for staff	1
coffee shop/store	1
garden/rooftop area	1
like online catalog but want the card catalog back	1

Comment	Number Reporting
Central Library is focal point of downtown - needs better physical appearance, gathering capacity and food service	7
More DVDs	1
Lots of homeless, they tend to be disruptive, make me nervous	3
Needs to be more like Woodward Park Library	1
Needs to be a separate children's area & main flow of patrons from quiet areas	0
Training on doing effective computer searches/how to access computer from home	2
Too many lost books; need tighter security on 1st floor	1
Main Library smells bad	1
Need to upsize the Central Library	1
Need better a/c, heating & ventilation system	1
Great website/improve database search engines	2
Tower area needs a library	1
Monitor videos for damaged tapes	1
Only available typewriter is at Central	1
Provide copy machine debit cards	1
Long time wait for computers	1
Noise problem in computer lab	1
Expand the Central Library building	2
Improve poetry section	1
More room for youth	1
Need lockers for backpacks	1
Open Sundays @ 9 am	1
Increased security guards	1
Since I access catalog over the Internet and have materials sent to my local library, I don't see the need to go to the Central Library	1
I enjoy taking computer classes @ Fig Garden Branch	1
there is need for a new library in West Fresno	1
Firebaugh needs to be bigger	1
Not enough handicapped parking	1
Collection is too far from parking	1
Using front entrance is a long haul	1
More libraries should be built for growth	1
Preserve current building; it's historic	1
Auditorium is just two blocks away; no need	1
Search system in place to look for books needs to be improved	1
I'd rather improve the libraries we use than build a new library	1
Palm trees, security, waterfall, landscaping	1



### III. Community Analysis

#### A. Executive Summary

The project team and its consultants analyzed information about the community from a wide variety of sources. County and City of Fresno planning documents were reviewed. Research reports prepared by local, regional and state research organizations were consulted. Community representatives from several governmental bodies and non-profit organizations were interviewed. Community demographic data was collected and analyzed. The service population characteristics that emerged from these activities were analyzed and formed the basis for a profile of library service needs.

The Central Library's service population is two-fold. First, it serves the residents of central, downtown Fresno and adjacent neighborhoods. Second, it serves as a resource for the 836,200 residents of the County Library's 5,006-square-mile service area. The population is growing. By 2040, the service population is projected to reach 1,436,063 – an 85.7% increase from the 2000 U.S. Census.

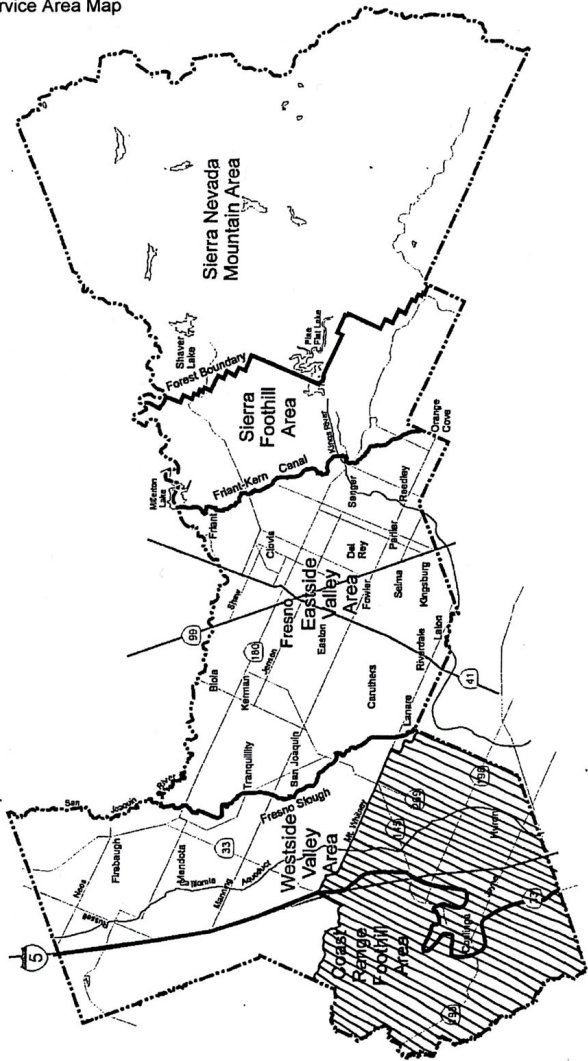
As the population grows, the lines that divide urban and rural areas have begun to blur. Commuters travel between Fresno and the outlying areas. Families live in one community, shop in another and attend church in yet a third. The metropolitan Fresno area is growing toward the north and southeast.

The population includes 275,451 children and youth – 35.6% of the total. The number of children in the population is growing faster than the population as a whole. Over the next decades, children and teens will make up an increasingly larger proportion of the total population.

The population is diverse in many ways. It includes both urban and rural areas, great ethnic and cultural diversity and a wide range of economic levels. Located in the Great Central Valley, the county's agricultural base and relatively low cost of living have attracted many new immigrant groups over the years. Hispanic residents made up 43.3% of the population in 2000 and Asian residents comprised 8.2%. The community is multilingual. English literacy and language learning are continuing major social issues that affect the entire community. Over one-quarter of K-12 students in county schools last year – 50,513 students - were identified as English language learners, speaking 51 languages other than English at home. Another 23,507 students whose families speak a language other than English were identified as English language proficient.

Low income levels, high unemployment and employability of the work force are central issues throughout the service population. Over twice as many families live below the poverty level than the statewide average. Local governments are spearheading a high-profile effort to create jobs and improve the local economy. At the same time, housing costs are rapidly increasing.

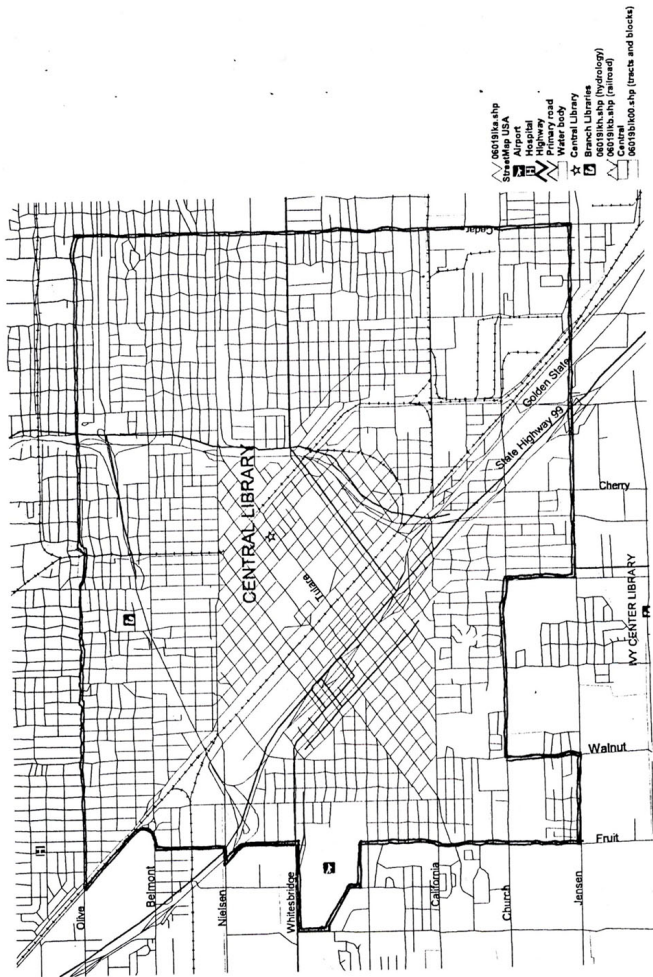
B. Service Area Map



Source: Fresno County General Plan Background Report 2004

Shaded Area: Coalinga Huron Unified School District Library District (not in service area)

Central Library Service Area



**CENTRAL**  
Fresno County Public Library  
CENTRAL LIBRARY SERVICE AREA

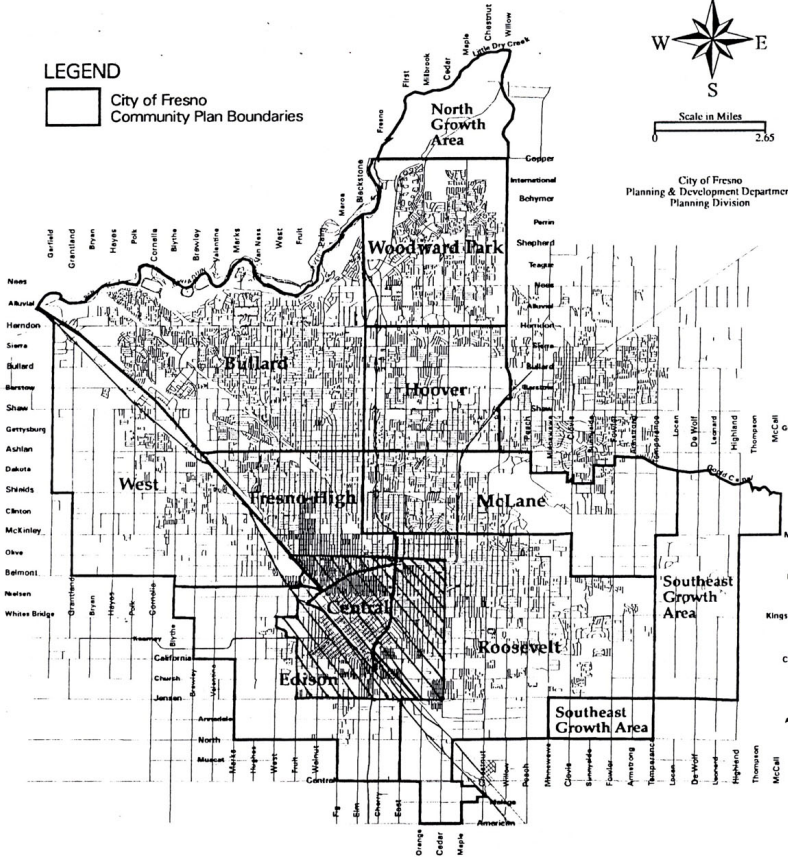
### City of Fresno Planning Areas

#### LEGEND

-  City of Fresno
-  Community Plan Boundaries



City of Fresno  
Planning & Development Department  
Planning Division



SOURCE: 2025 City of Fresno General Plan

## C. Government Agencies and Officials

### County of Fresno

Fresno County Board of Supervisors, Judy Case, Chairman  
County Administrative Office, Bart Bohn, County Administrative Officer  
County Administrative Office, Eric Fleming, Senior Administrative Analyst  
County Counsel, Dennis Marshall  
Public Works and Planning, Cecil Leonardo, Interim Director  
Public Works and Planning, Stuart Seiden, Capital Project Division Manager  
Public Works and Planning, Claude Dechow, Senior Architect  
General Services, John A. Navarrette, Director

- The Capital Projects Division is designated as the Project Manager for the Project. The Division administers the various consultant agreements and work performed for the Project and works with the Library to confirm its needs are met throughout the life of the Project. The division is actively involved in the selection of the architect and construction manager and negotiation of their agreements; design meetings with the Project Administrative Team, review of progress documents from the various consultants, reviewing work of the real estate professional, value-engineering reviews, review of bidding questions and responses, award of the construction contract, construction administration and post-construction close-out of the Project.
- The Construction Engineer's Office is delegated responsibility for construction administration and onsite inspection during construction. This Project will most likely require the services of a construction manager that will report to the Construction Engineer. Primary responsibilities include inspections as the work progresses, reviewing and processing contractor requests for change orders, review of payment applications of the contractor, participating in periodic construction meetings with the contractor and architect, and filing of the Notice of Completion.
- The Development Services Division is responsible for processing documents that meet the requirements of CEQA and/or NEPA, Site Plan Review, conformance with zoning and land use requirements including processing of any variances or amendments, building plan check and issuing building permits.
- County Counsel reviews all contracts, agreements and resolutions for the Project.
- County Administrative Office helps to formulate the project scope, project budget and oversee the real estate consultant. A staff member attends all team meetings and meetings of the Citizens' Review panel. The CAO and Assistant CAO assist with policy issues and development of strategies.
- A Project Team made up of Library, County Administrative Office and Public Works and Planning staff negotiates for land acquisition, requests appraisals and prepares all documents needed for land acquisition.
- General Services will assist with negotiation of any lease-back agreements entered into subsequent to land acquisition but prior to construction. Purchasing, a General

Services division, assists with contracts for professional services and with purchase and acquisition of furniture, fixtures and equipment.

### Fresno County Public Library

Library administrative and management staff were involved in the community needs assessment. Critical project involvement by library staff included:

- Provision of insight into the Central Library service area community and background information;
- Liaison with residents and community leaders in the service area;
- Planning for operational efficiency and projected staffing in the new facility;
- Logistical planning of focus group meetings and interviews; and
- Project planning with county leaders and officials.

Karen Bosch Cobb, Interim County Librarian of the Fresno County Public Library, orchestrated the planning process and energetically moved the project forward in order to address recognized service deficiencies. She directed staff resources to support and facilitate the project.

Marie Stanley, Principal Librarian for Reference Services

Rebecca Matli, Library Facilities Coordinator

#### D. School Agencies

The Central Library serves the entire County Library service area, providing supplementary resources to branch libraries throughout the county, accessible through the Library's online system and van delivery and serving people of all ages who directly access its services and collections.

The Library's Long Range Plan, 2004-2006, identifies six service roles for the Library. Formal learning support is one of these roles, with three goals:

Goal #1: County residents, Pre-K through adult, who are in formal learning programs, will use materials and resources in relevant formats to support their academic goals.

Goal #2: County residents in formal learning programs will use equipment and space which support their educational pursuits.

Goal #3: County youth in formal learning programs of grades 4 – 8 will access learning opportunities to increase information literacy skills related to finding, evaluating, synthesizing and using information effectively.

To support these goals, the Central Library staff host class visits throughout the school year. Students are introduced to the Library's services and collections through tours and staff presentations. Students use the Central Library's computers to conduct research for school assignments and write papers. The extent of service to students and schools at the existing Library is limited due to the facility's space constraints.

There are 276 public schools and 38 private schools that serve K-12 students in the Library service area. The table below lists the 33 school districts in which the public schools are located.

Table 3.1  
 Public School Districts in Service Area

Alvina Elementary
American Union Elementary
Big Creek Elementary
Burrel Union Elementary
Caruthers Unified
Central Unified
Clay Joint Elementary
Clovis Unified
Firebaugh-Las Deltas Joint Unified
Fowler Unified
Fresno Co. Office Of Education
Fresno Unified
Golden Plains Unified
Kerman Unified
Kings Canyon Joint Unified
Kingsburg Joint Union Elementary
Kingsburg Joint Union High
Laton Joint Unified
Mendota Unified
Monroe Elementary
Orange Center Elementary
Pacific Union Elementary
Parlier Unified
Pine Ridge Elementary
Raisin City Elementary
Riverdale Joint Unified
Sanger Unified
Selma Unified
Sierra Unified
Washington Colony Elementary
Washington Union High
West Fresno Elementary
West Park Elementary
Westside Elementary

## E. Community Organizations

### 1. Meeting Room Space

The Central Library provides meeting room space in which community organizations hold meetings and present programs for the public. Over the past 18 months, 154 of the 387 meetings and events that took place in the Central Library Sarah McCardle Room were sponsored by community groups. The groups represented include the Coalition for Livable Communities, Historical Landmarks and Records Commission, Fresno Neighborhood Alliance, Citizens United for Better Communities, Peace Corps, Fresno Genealogy Society and the Fresno Chamber of Commerce.

Meeting room space was one of the most frequently mentioned needs brought up in the community focus groups. Publicly-accessible, free or inexpensive meeting space is difficult to find in Fresno, especially in the downtown area. Several community representatives noted that, other than the public library, meetings and conferences are generally held at area hotels. These venues are considered less desirable than space at the public library due to cost and to the non-civic nature of the space. The Library staff that book the existing library meeting space report that the McCardle Room is in continual demand. Library-sponsored programs and meetings take precedence over community-based bookings, thereby heightening competition for the space.

### 2. Exhibits and Displays

Community organizations are frequently interested in creating exhibits and displays that relate to their goals and interests. The existing Central Library has two glass-enclosed built-in exhibit windows at either side of the main public entrance. The Library typically uses these cases for seasonal displays, exhibits of community organizations or exhibits that relate to Library services. Flat cases are used for the permanent Beatrix Potter display at the entrance to the Doris Gate Room and for rotating exhibits near the south entrance. There is currently no significant freestanding display space within the existing library. National traveling exhibits cannot be accepted since they would disrupt space in existing public service areas.



F. Demographic Profile

1. Population – Current and Trends

The County Library serves all residents of Fresno County except those served by the Coalinga Huron Library District. Thirteen of the county’s fifteen incorporated cities and all twenty-five unincorporated communities lie within the Library service area. The Central Library has a countywide service responsibility in addition to providing direct library service to the residents of central Fresno. The Central Library’s service population is identical, therefore, to the County Library’s service population and is shown below, in the column labeled “Central”. In addition, the Central Library serves as a Metro Regional Library for the residents of central Fresno and adjacent neighborhoods.

Fresno County is among the fastest growing regions in California. Between 1990 and 2000, the county population grew 19.8%. The Library’s service population in 2000 was 773,055 people. By 2004, the county population had grown to 840,492, an 8.7% increase. The population is expected to increase another 28.9% over the next fifteen years, to 1,114,654 people. By 2040, this report’s planning horizon, the Central Library will serve over 1.4 million people – an overall 85.7% increase over the 2000 population.

Table 3.2  
Total Population: Current and Projected

Year	Central	Fresno County	California	U.S.
2000	773,055	799,407	33,871,648	281,421,906
2020	1,083,981	1,114,654	45,821,900	324,927,000
2040	1,436,063	1,476,699	51,538,596	419,854,000*

Source: State of California Department of Finance  
\*U.S. Census Bureau

Approximately 61% of the county’s population resides within the Fresno metropolitan area. The Fresno City population is expected to grow to an estimated 790,955 residents in the year 2025, an 85% increase over the city’s official population of 427,224 reported by the 2000 U.S. Census.

Several of the areas within the city of Fresno that are expected to have the highest growth rates are areas the Central Library serves directly, including the Central area and portions of the Edison, Roosevelt and Fresno High/Roeding areas.

The service population is expected to grow 85.7% by the year 2040, which will place an increasing burden on the Central Library, an aging, undersized facility designed to serve a population of 361,500 people.

Table 3.3  
City of Fresno Population Growth: 2000-2025<sup>3</sup>

	Population		
	2000	2025	% increase
Bullard	86,538	118,197	37%
Central Area	14,919	27,764	86%
Edison	24,728	68,014	175%
Fresno High/Roeding	57,817	60,779	5%
Hoover	50,314	56,212	12%
McLane	46,440	64,829	40%
Roosevelt	115,846	154,882	34%
West Area	37,134	111,047	199%
Woodward Park	44,730	60,528	35%
Citywide - Mixed Use Intensification	N/A	2,000	N/A
North Growth Area	1,073	8,747	715%
Southeast Growth Area	2,956	57,956	1861%
	482,495	790,955	64%

Source: City of Fresno General Plan 2025

## 2. Age Breakdown

The median age of the Library’s service population in 2000 was 29.9 years, three-and-a-half years younger than the median age for Californians overall. Children and youth are clearly major components of the population. Over one-third – 35.6% - of the Central Library service population is nineteen years of age or younger. This percentage is higher than the percentage of Californians in this age group, at 30.1%. The number of children in the service area is growing – the increase between 1990 and 2000 was 23%. This growth rate is also increasing at a faster rate than for California as a whole, which rose 19% between 1990 and 2000.

The percentage of adults between the ages of 25 and 44 and between 45 and 64 is somewhat lower than percentages for these age groups in the state as a whole – 18.6% and 18.5% respectively, compared to 20.5% for California. Seniors make up 10.0% of the total population, compared to 10.7% for California as a whole.

Over 275,000 children and youth are served by the Library, many of them living at or below the poverty level.

Table 3.4  
Percent of Population by Age: 2000

Age Group	% of Population Central	% of Population Fresno County	% of Population California	% of Population U.S.
0 - 19	35.6%	35.5%	30.1%	28.6%
20 - 24	7.6%	7.6%	7.0%	6.7%
25 - 44	28.2%	28.5%	31.6%	30.2%
45 - 64	18.6%	18.5%	20.5%	22%
65+	10%	9.9%	10.7%	12.4%

Source: U.S. Census Bureau 2000

<sup>3</sup> Total population includes City Sphere of Influence Areas

Table 3.5  
Detailed Breakdown of Population by Age: 2000

Age Group	Central	Fresno County	California	U.S.
0 - 4	65,764	67,827	2,486,981	19,175,798
	8.5%	8.5%	7.3%	6.8%
5 - 9	72,384	74,581	2,725,880	20,549,505
	9.4%	9.3%	8.0%	7.3%
10 - 14	69,736	71,847	2,570,822	20,528,072
	9.0%	9.0%	7.6%	7.3%
15 - 19	67,567	69,648	2,450,888	20,219,890
	8.7%	8.7%	7.2%	7.2%
20 - 24	58,398	61,109	2,381,288	18,964,001
	7.6%	7.6%	7.0%	6.7%
25 - 34	106,878	111,804	5,229,062	39,891,724
	13.8%	14.0%	15.4%	14.2%
35 - 44	110,943	115,858	5,485,341	45,148,527
	14.4%	14.5%	16.2%	16%
45 - 54	89,624	92,209	4,331,635	37,677,952
	11.6%	11.5%	12.8%	13.4%
55 - 59	30,095	30,907	1,467,252	13,469,237
	3.9%	3.9%	4.3%	4.8%
60 - 64	23,862	24,408	1,146,841	10,805,447
	3.1%	3.1%	3.4%	3.8%
65 - 74	40,357	41,171	1,887,823	18,390,986
	5.2%	5.2%	5.6%	6.5%
75 - 84	27,910	28,331	1,282,178	12,361,180
	3.6%	3.5%	3.8%	4.4%
85+	9,537	9,707	425,657	4,239,587
	1.2%	1.2%	1.3%	1.5%
Median Age	29.9 years	29.9 years	33.3 years	35.3 years

Source: U.S. Census Bureau 2000

### 3. Students, Schools and Academic Performance Index Scores

There are 276 public schools serving K-12 students in the Library service area, in 33 school districts – 177 elementary schools, 36 middle schools, 56 high schools and 7 other schools. In addition, there are 38 private schools serving K-12 students that are located with the service area, with a combined enrollment of 5,930 students. Total enrollment at public and private K-12 schools was 192,366 students during the 2003-04 academic year. Fresno Unified School District is by far the largest public school district, with an enrollment of 81,408 students. Precise data on the number of children who receive schooling at home is not available from the State Department of Education or the Fresno County Office of Education. There is an active network of homeschool families, however, and knowledgeable homeschool community representatives estimate that hundreds of children in Fresno County are being educated at home. Library staff who work with children and their families report that homeschool groups visit the Library's

branches and the Central Library on a regular basis to use the print resources and the computers and to conduct classes, as space permits.

Another group of students that may be undercounted in the school enrollment figures are children and youth who attend the Court and Community Schools, administered by the County Office of Education. The Court Schools serve students who have been detained at Juvenile Hall, or have been committed to a long-term program for either violent or non-violent offenders or who have been placed in the Craycroft Receiving Home by Child Protective Services. According to the Fresno County Office of Education, an estimated 5,000 students attend Court School classes over the course of the year. The County juvenile justice system is projected to require space for 1,029 youth by 2017, according to a facility needs assessment completed in 2002.<sup>4</sup>

Table 3.6  
Public and Private School Enrollment: 2003-04

Type of School	Number of Students
Public Schools	
Elementary Schools (K - 5)	86,746
Middle Schools (6 - 8)	44,389
High Schools (9 - 12)	55,301
Public Schools Subtotal	186,436
Private Schools	
Elementary Schools	4,627
High Schools	1,663
Private Schools Subtotal	5,930
Total	192,366

Source: California Department of Education;  
Private School Review

<sup>4</sup> Fresno County Juvenile Justice Facility Needs Assessment, Jay Farbstein & Associates and Mark Morris Associates for KMD, 2002.

Table 3.7  
Public School Enrollment by District: 2003-04

District	Total Enrollment
Alvina Elementary	218
American Union Elementary	365
Big Creek Elementary	45
Burrel Union Elementary	121
Caruthers Unified	1,493
Central Unified	11,851
Clay Joint Elementary	223
Clovis Unified	34,663
Firebaugh-Las Deltas Joint Unified	2,514
Fowler Unified	2,235
Fresno Co. Office Of Education	2,178
Fresno Unified	81,408
Golden Plains Unified	1,911
Kerman Unified	3,711
Kings Canyon Joint Unified	9,067
Kingsburg Joint Union Elementary	2,168
Kingsburg Joint Union High	1,055
Laton Joint Unified	784
District	Total Enrollment
Mendota Unified	2,314
Monroe Elementary	233
Orange Center Elementary	339
Pacific Union Elementary	412
Parlier Unified	3,427
Pine Ridge Elementary	98
Raisin City Elementary	275
Riverdale Joint Unified	1,575
Sanger Unified	8,695
Selma Unified	6,082
Sierra Unified	2,452
Washington Colony Elementary	462
Washington Union High	1,160
West Fresno Elementary	1,479
West Park Elementary	1,093
Westside Elementary	330
Total	186,436

Source: California Department of Education

Over one-half of public school students – 98,785 students or 53% of the total - are Hispano or Latino, according to statistics gathered in 2003/04. White (other than Hispanic) students represented 26.2% of the combined student body and Asian students represented 11.3%. While these three groups make up the lion's share of the student body, a remarkable diversity is evident in the array of language spoken by students with cultural heritages as diverse as Armenian, Punjabi and Ukrainian.

There were 50,513 English language learner K-12 students in the service population last year – 27% of the total student population. These students spoke fifty-one languages other than English. Seventy-three percent of ELL students were Spanish speakers, 16% were Hmong speakers and 2% were Khmer speakers. The other languages were spoken by less than two percent of the ELL student total. An additional 27,537 students, or 14.7% percent, were identified as Fluent/English Proficient. Spanish and Hmong students were again the most prominent categories, with 70.2% and 11.2% of the total, respectively.

Table 3.8  
Public School Enrollment by Ethnicity: 2003-04

Ethnicity	Number	Percentage
American Indian or Alaska Native	1,633	0.9%
Asian	21,035	11.3%
Pacific Islander	446	0.2%
Filipino	1,184	0.6%
Hispanic or Latino	98,785	53.0%
African American	13,152	7.1%
White (not Hispanic)	48,755	26.2%
Multiple or No Response	1,446	0.8%
Total	186,436	100%

Source: California Department of Education

Table 3.9  
Number of English Learners by Language: 2003-04

Rank/Language Name	Total	% of Total	Rank/Language Name	Total	% of Total
1 Spanish	37,158	73.6%	27 German	9	0.0%
2 Hmong	8,522	16.9%	28 Gujarati	8	0.0%
3 Khmer (Cambodian)	1,170	2.3%	29 Khmu	6	0.0%
4 Lao	976	1.9%	30 French	4	0.0%
5 Punjabi	845	1.7%	31 Samoan	4	0.0%
6 other non-English	330	0.7%	32 Rumanian	4	0.0%
7 Arabic	297	0.6%	33 Dutch	3	0.0%
8 Armenian	200	0.4%	34 Burmese	2	0.0%
9 Vietnamese	191	0.4%	35 Greek	2	0.0%
10 Mixteco	130	0.3%	36 Cebuano (Visayan)	2	0.0%
11 Russian	120	0.2%	37 Assyrian	2	0.0%
12 Filipino (Pilipino or Tagalog)	114	0.2%	38 Hebrew	2	0.0%
13 Cantonese	90	0.2%	39 Italian	2	0.0%
14 Mien (Yao)	66	0.1%	40 Turkish	2	0.0%
15 Korean	45	0.1%	41 Tongan	1	0.0%
16 Farsi (Persian)	39	0.1%	42 Pashto	1	0.0%
17 Hindi	32	0.1%	43 Taiwanese	1	0.0%
18 Ukrainian	29	0.1%	44 Marshallese	1	0.0%
19 Mandarin (Putonghua)	25	0.0%	45 Albanian	1	0.0%
20 Thai	14	0.0%	46 Bosnian	0	0.0%
21 Portuguese	14	0.0%	47 Chamorro (Guamanian)	0	0.0%
22 Indonesian	10	0.0%	48 Croatian	0	0.0%
23 Ilocano	10	0.0%	49 Hungarian	0	0.0%
24 Japanese	10	0.0%	50 Serbo-Croatian (Serbian)	0	0.0%
25 Urdu	10	0.0%	51 Polish	0	0.0%
26 Tigrinya	9	0.0%	EL Totals	50,513	100%

Source: California Department of Education

Table 3.10  
Number of Fluent-English-Proficient (FEP) by Language: 2003-04

Rank/Language name	Total	% of Total		Total	% of Total
1 Spanish	16,516	70.2%	27 Tigrinya	13	0.1%
2 Hmong	2,695	11.2%	28 Ilocano	12	0.0%
3 Punjabi	869	3.7%	29 Hebrew	11	0.0%
4 Lao	627	2.6%	30 Mixteco	10	0.0%
5 Khmer (Cambodian)	574	2.4%	31 Greek	9	0.0%
6 other non-English	467	2.0%	32 Assyrian	7	0.0%
7 Vietnamese	267	1.1%	33 Rumanian	7	0.0%
8 Armenian	266	1.1%	34 Samoan	7	0.0%
9 Filipino (Pilipino or Tag)	213	0.9%	35 Italian	6	0.0%
10 Arabic	199	0.8%	36 Khmu	5	0.0%
11 Russian	112	0.5%	37 Chamorro (Guamanian)	5	0.0%
12 Cantonese	104	0.4%	38 Cebuano (Visayan)	4	0.0%
13 Korean	91	0.4%	39 Dutch	4	0.0%
14 Farsi (Persian)	72	0.3%	40 Turkish	4	0.0%
15 Hindi	52	0.2%	41 Tongan	3	0.0%
16 Portuguese	36	0.2%	42 Serbo-Croatian (Serbian)	3	0.0%
17 Urdu	32	0.1%	43 Taiwanese	3	0.0%
18 German	33	0.1%	44 Burmese	3	0.0%
19 Mandarin (Putonghua)	32	0.1%	45 Pashto	3	0.0%
20 Mien (Yao)	30	0.1%	46 Croatian	2	0.0%
21 Japanese	28	0.1%	47 Bosnian	1	0.0%
22 Indonesian	26	0.1%	48 Albanian	1	0.0%
23 Gujarati	21	0.1%	49 Polish	1	0.0%
24 Ukrainian	21	0.1%	50 Marshallese	1	0.0%
25 Thai	14	0.1%	51 Hungarian	1	0.0%
26 French	14	0.1%	FEP Totals	23,537	100.0%

Source: California Department of Education

Academic achievement by students enrolled in service area schools has been measured since 1999 by each school's performance on standardized tests administered across the state. The 2003/04 Academic Performance Index (API) shows how the students at each school performed. In Fresno County, 42% of schools achieved their performance targets and 70% of Fresno County schools improved their scores over the previous year. Statewide, scores have been leveling off, with 62% of schools improving their scores but only 48% meeting their targets. The chart below shows the growth for each school district within the County Library service area. Ironically, some of the districts with the largest score gains also had the lowest percentages of schools that reached their performance targets. In the Fresno Unified School District, for example, 76% of schools – 64 of 84 – improved their scores but only 35% met their growth targets.<sup>5</sup>

<sup>5</sup> Fresno Bee, October 29, 2004, p. 1 "Fresno County Schools Improve Scores"



Table 3.11  
API Growth Report: 2003-04

District	2004 API	2003 API	2003- 04	District	2004 API	2003- API	2003- 04
Alvina Elementary	712	696	16	Laton Joint Unified	663	642	21
American Union Elementary	671	671	0	Mendota Unified	616	596	20
Big Creek Elementary	807	811	-4	Monroe Elementary	670	685	-15
Burrell Union Elementary	697	621	76	Orange Center Elementary	628	603	25
Caruthers Unified	615	614	1	Pacific Union Elementary	665	677	-12
Central Unified	na	na	na	Parlier Unified	565	546	19
Clay Joint Elementary	824	826	-2	Pine Ridge Elementary	803	814	-11
Clovis Unified	na	na	na	Raisin City Elementary	633	551	82
Firebaugh-Las Deltas Joint Unified	617	594	23	Riverdale Joint Unified	na	na	na
Fowler Unified	662	654	8	Sanger Unified	654	638	16
Fresno Co. Office of Education	522	481	41	Selma Unified	678	660	18
Fresno Unified	622	610	12	Sierra Unified	na	na	na
Golden Plains Unified	557	551	6	Washington Colony Elementary	704	690	14
Kerman Unified	na	na	na	Washington Union High	na	na	na
Kings Canyon Joint Unified	na	na	na	West Fresno Elementary	562	511	51
Kingsburg Elementary Charter	745	740	5	West Park Elementary	567	589	-22
Kingsburg Joint Union High	697	679	18	Westside Elementary	583	587	-4

Source: California Department of Education

Student performance on the statewide high school exit exam is another widely used measure of academic performance. Service area students performed almost identically on the mathematics and English language tests, with a 67% passing rate on the former and a 68% passing rate on the latter. English language learner (ELL) students fared less well, with a 44% passing rate on the mathematics test and only 36% passing rate on the English language test. Statewide, 74% of all students passed the mathematics exam and 75% passed the English language arts exam.

Table 3.12  
California High School Exit Exam (CAHSEE) Results: 2003-04

Fresno Central	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent- English Proficient (RFEP) Students	Socio- economically Disadvantaged	Not socio- economically Disadvantaged
#Tested	Math	13,090	904	2,937	1,233	7,276	4,693
Passing		8,734	200	1,295	1,063	4,060	3,956
		67%	22%	44%	86%	56%	84%
#Tested	ELA	13,139	977	2,944	1,223	7,321	4,701
Passing		8,875	208	1,056	1,066	4,034	4,101
		68%	21%	36%	87%	55%	87%

Source: California Department of Education

There were 192,366 K-12 students enrolled in service area schools in 2003/04, 186,436 in public schools and 5,930 in private schools. Over 50,000 of these students were English language learner students - 27% of the total enrollment.

#### 4. Educational Attainment and Adult Literacy Rate

Adults in Fresno County overall have a lower educational attainment level than the adult population of the state or of the nation. The 2000 Census reported that 68.0% of the population 25 years of age or older had twelve or more years of formal education, compared to 76.8% for Californians over 25 and 80.4% of United States residents. Almost 32% of the over-25 population in the Library service area does not have a high school diploma, over twice as many people as those who have completed college.

The low percentage of adults with academic degrees suggests a high number of adult learners, many of whom are English language learners.

Table 3.13  
Population by Educational Attainment for Persons 25+: 2000

Education	Central	Fresno County	California	U.S.
Less than 9 <sup>th</sup> grade	79,027	83,487	2,446,324	13,755,477
	17.9%	18.3%	11.5%	7.5%
9 <sup>th</sup> to 12 <sup>th</sup> grade (no diploma)	61,679	64,450	2,496,419	21,960,148
	14.0%	14.1%	11.7%	12.1%
High school graduate/GED	92,517	96,097	4,288,452	52,168,981
	21.0%	21.1%	20.1%	28.6%
Some college, no degree	99,546	102,066	4,879,336	38,351,595
	22.6%	22.4%	22.9%	21.0%
Associate degree	28,797	29,513	1,518,403	11,512,833
	6.5%	6.5%	7.1%	6.3%
Bachelor's degree	54,072	54,658	3,640,157	28,137,792
	12.3%	12.0%	17.1%	15.5%
Graduate or professional degree	24,713	25,269	2,029,809	16,144,813
	5.6%	5.5%	9.5%	8.9%

Source: U.S. Census Bureau 2000

Table 3.14  
Percentage of High School and College Graduates: 2000

	Central	Fresno County	California	U.S.
% high school graduate or higher	68.0%	67.5%	76.8%	80.4%
% bachelor's degree or higher	17.9%	17.5%	26.6%	24.4%

Source: U.S. Census Bureau 2000

#### 5. Ethnic Breakdown

Fresno County is racially and ethnically diverse – White residents made up 54.7% of the population at the time of the 2000 Census, Asians made up 8.2%, African Americans made up 5.2%, American Indians made up 1.6% and Hawaiian and Pacific Islanders made up 0.1%. Over one-quarter of residents (25.3%) reported that they were “some

other race” and another 4.8% reported that they were two or more races. Hispanic residents of any race accounted for 43.3% of the total, living both in the metropolitan Fresno/Clovis area and throughout the county’s rural areas. This population represents the single largest ethnic group in the service area, a significantly higher percentage of the population than within the state as a whole. The combined Hispanic, Asian, African American and American Indian populations represent an emerging new majority of the population.

Table 3.15  
Ethnicity: 2000

Ethnicity	Central	Fresno County	California	U.S.
White	422,735	434,045	20,170,059	211,460,626
	54.7%	54.3%	59.5%	75.1%
Black or African American	40,570	42,337	2,263,882	34,658,190
	5.2%	5.3%	6.7%	12.3%
Am Indian & Alaska Native	12,471	12,790	333,346	2,475,956
	1.6%	1.6	1.0%	0.9%
Asian Indian	7,912	7,963	314,819	1,678,765
	1.0%	1.0%	0.9%	0.6%
Chinese	4,828	4,894	980,642	2,432,585
	0.6%	0.6%	2.9%	0.9%
Filipino	5,600	5,629	918,678	1,850,314
	0.7%	0.7%	2.7%	0.7%
Japanese	5,685	5,721	288,854	796,700
	0.7%	0.7%	0.9%	0.3%
Korean	1,316	1,326	345,882	1,076,872
	0.2%	0.2%	1.0%	0.4%
Vietnamese	2,456	2,471	447,032	1,122,528
	0.3%	0.3%	1.3%	0.4%
Other Asian	36,334	36,358	401,606	1,285,234
	4.7%	4.5%	1.2%	0.5%
Native Hawaiian & other Pacific Islander	963	1,000	116,961	398,835
	0.1%	0.1%	0.3%	0.1%
Some other race	195,253	207,061	5,682,241	15,359,073
	25.3%	25.9%	16.8%	5.5%
Two or more races	36,970	37,812	1,607,646	6,826,228
	4.8%	4.7%	4.7%	2.4%
Hispanic (of any race)	334,762	351,636	10,966,556	35,305,818
	43.3%	44.0%	32.4%	12.5%

Source: U.S. Census Bureau 2000

The migration rate into the area and the relatively high birth rate in the Hispanic population indicate that the percentage of Hispanic residents will continue to grow faster than the overall rate of population growth. The high numbers of racial and ethnic minorities, largely immigrants from countries around the world, suggest a high number of English language learners in the population. In 2000, 168,717 residents, or 21.1% of the

total County population, were foreign-born. Most foreign-born residents – 70.2%, or 118,363 people - were from Latin America, primarily from Mexico (66.4%). Asians represented another 24.7% of the foreign-born population, primarily from Laos (8.5%), Thailand (3.2%), India (2.7%), Philippines (2.4%), China (1.3%) and Cambodia (1.3%).<sup>6</sup>

Almost one-half – 40.8% - of the County population reported in 2000 that they speak a language other than English in their home. The two languages reported most often were Spanish (31.5%) and Hmong (3.1%), with 38 other languages reported by the remaining 6.2%. Census respondents were also asked to rank their English speaking ability. The two groups with the highest percentages in the “not well” and “not at all” categories were Spanish speakers and Asian language speakers, at 30.4% and 28.4% respectively.

Table 3.15a  
Ability to Speak English, 2000

Ability to Speak English	Spanish	Other Indo-European Languages	Asian and Pacific Islander Languages	All Other Languages
“Very well”	49.8%	61.9%	39.9%	61.1%
“Well”	19.8%	22.7%	31.7%	16.0%
“Not well”	15.8%	11.2%	19.9%	9.0%
“Not at all”	14.6%	4.1%	8.5%	13.9%

Source: U.S. Census Bureau 2000

## 6. Household Characteristics

Households in the Library service area reflect the age and family characteristics already noted – 73.7% of households are families and 40.9% of family households include children under the age of 18 who live at home. The average household size is 3.09 people, higher than the average for California, 2.87 people.

Many families have more than one child at home. Library spaces and programming need to accommodate children of differing ages and reading levels.

Table 3.16  
Households: 2000

	Central	Fresno County	California	U.S.
Total # of HHs	247,197	252,940	11,502,870	105,480,101
	100%	100%	100%	100%
Total # of people in HHs	761,547	781,740	33,051,894	273,643,273
	98.5%	97.8%	97.6%	97.2%
Total # of family HHs	182,090	186,736	7,920,049	71,787,347
	73.7%	73.8%	68.9%	68.1%
Total # of family HHs w/children under 18	101,152	104,234	4,117,036	34,588,368
	40.9%	41.2%	35.8%	32.8%

Source: U.S. Census Bureau 2000

<sup>6</sup> All other nationalities represent less than 0.1% of the foreign-born population

Table 3.17  
Average Household Size: 2000

Fresno County	California	U.S.
3.09	2.87	2.59

Source: U.S. Census Bureau 2000

## 7. Income Levels and Poverty Rate

The number of families and individuals living below the poverty level is high, at 17.6% for families and 22.9% for individuals, and considerably higher than the poverty rates for California and the nation as a whole. Per capita income is 47% lower in Fresno County than in the state overall, at \$15,495. Median household income is 37% lower than for California overall.

Many households are low-income, providing children with little or no quiet space for studying and reading. Households are less likely to have computers that students can use for their studies.

Table 3.18  
Population Percent below Poverty Level: 1999

	Fresno County	California	U.S.
Individuals	22.9%	14.2%	12.4%
Families	17.6%	10.6%	9.2%

Source: U.S. Census Bureau 2000

Table 3.19  
Per Capita Income: 1999

Fresno County	California	U.S.
\$15,495	\$22,711	\$21,587

Source: U.S. Census Bureau 2000

Table 3.20  
Median Household Income: 1999

Fresno County	California	U.S.
\$34,725	\$47,493	\$41,994

Source: U.S. Census Bureau

## 8. Employment and Unemployment

Fresno County is considered one of the nation's most economically troubled counties<sup>7</sup>. A dearth of good-paying jobs and enduring high unemployment rates has plagued the county for years. The county's unemployment rate in 2003, the latest year for which annual data is available, was 14.2%, more than twice the statewide rate of 6.7%. This double-digit unemployment rate has been the norm for Fresno County for the past twenty years.

An ambitious program was initiated last year to create jobs and diversify the region's economy, long been dominated by the agriculture industry. The Regional Jobs Initiative

<sup>7</sup> Fresno Bee, January 23, 2005, "Working For Jobs"

is a collaboration between government and business leaders that crosses city and county jurisdictional lines. It aims to add 30,000 new jobs, over and above “normal job growth” for the region within the next four years. The Initiative has identified several industry “clusters” that have the potential for significant job creation: construction, health care, tourism, information processing, agile manufacturing (customized, small-scale production), logistics (including transportation and warehousing), water technology, innovative energy and food processing.

The 2000 Census provided occupational data for the county workforce. In general, the service area occupational profile mirrors the pattern for the state, except in the Management and Professional category, in which the county has slightly less than 30% compared to 36% for the state. Farming, fishing and forestry positions in the county are significantly higher, at 6.1%, compared to 1.3% for the state overall.

A recent survey conducted by the nonprofit group Creative Fresno<sup>8</sup> indicates that Fresno’s “knowledge workers” (college graduates between the ages of 25 and 45) find the community lacking in providing a “vibrant arts and creative scene”, a quality that is a high priority for this group. Younger knowledge workers, still working on a college degree, are more likely to settle in Northern California instead of Fresno. Survey respondents who will probably remain in Fresno noted that proximity to family and friends and the ability to find a job that they enjoy will be major reasons for their continued residence in the area. The preferred neighborhood for these respondents was downtown or neighborhoods next to downtown.

Library services, collections and programming need to support the goals of the Regional Jobs Initiative. Career planning and job training materials, services and programming need to be included prominently in the Library. Diverse, creative programming for adults and families are needed to attract and retain future knowledge workers in the Fresno area.

Table 3.21  
Population by Occupation: 2000

Occupation	Central	Fresno County	California	U.S.
Management, professional, & related occupations	87,550 29.8%	88,796 29.5%	5,295,069 36%	43,646,731 33.6%
Service occupations	47,039 16.0%	48,665 16.2%	2,173,874 14.8%	19,276,947 14.9%
Sales & office occupations	77,068 26.2%	78,299 26.0%	3,939,383 26.8%	34,621,390 26.7%
Farming, fishing, & forestry occupations	17,939 6.1%	19,780 6.6%	196,695 1.3%	951,810 0.7%
Construction, extraction, & maintenance occupations	25,064 8.5%	25,698 8.5%	1,239,160 8.4%	12,256,138 9.4%
Production, transportation, & material moving occupations	39,200 13.3%	40,068 13.3%	1,874,747 12.7%	18,968,496 14.6%

Source: U.S. Census Bureau 2000

<sup>8</sup> “Livability Priorities for the Fresno Creative Class”, Creative Fresno, 2005

## 9. Home Ownership and Housing Property Values

Although housing values in Fresno County are significantly lower than the statewide median, at approximately \$290,000 for a single-family detached home, the cost of housing in the County is rapidly increasing. In 1999, 60% of households in metropolitan Fresno could afford the median home price in the area. In 2005, only 30% can afford the median home price.<sup>9</sup>

Local authorities attribute this increase in large part to an influx of “equity refugees”, individuals who move to the area to take advantage of relatively affordable housing. This phenomenon has elevated housing prices and made it more difficult for local residents to purchase a home.<sup>10</sup>

Rising property values impact the rate of home ownership, which, at 56.5% in 2001, is slightly lower than the ownership rate for California as a whole, at 56.9%.<sup>7</sup>

Table 3.22  
Median Housing Prices: December 2004<sup>11</sup>

Fresno County	California
\$290,000	\$450,000

## G. Community Characteristics Analysis and Discussion

The Fresno County Library serves all Fresno County, with the exception of the cities of Coalinga and Huron in the southwestern corner of the county. The service area is 5,006 square miles, ranging from the vast Westside agricultural lands along Interstate 5 to the Sierra foothills in the East. The service area’s 836,200 current residents live in the densely populated metropolitan communities of Fresno and Clovis, in small foothill communities such as Auberry and Shaver Lake, in rural valley towns such as Firebaugh and San Joaquin and communities that are becoming regional commuter destinations, such as Kerman or Fowler. Geographic diversity and distance is a defining characteristic of the service area. The drive from Firebaugh in the west to Shaver Lake in the eastern part of the county is almost 100 miles and takes 2.5 hours.

The City of Fresno is the largest city in the county. Its 456,100<sup>12</sup> population ranks it as California’s sixth largest city. Fresno’s annual growth rate has been calculated at 1.4%. While Fresno’s growth is the largest in sheer numbers of additional residents, ten of the county’s other incorporated cities are growing at a faster rate. By 2020, the service area population is expected to reach 1,083,981 and by 2040, it will reach 1,436,063. This represents an overall 85.7% population increase over the first forty years of this century, almost twice the number of people.

Growth is occurring throughout the county, putting pressure on schools, transportation, shopping and public services. The County Library’s Measure B, approved in 1998 and renewed by the voters in 2004, has allowed the Library to better meet public demand for

<sup>9</sup> Fresno Bee, January 29, 2005, p. B8, “Housing Crunch

<sup>10</sup> Vision 2020; 2003-2004. Economics Section, p. 18

<sup>11</sup> estimated cost of a single-family detached home, per Fresno Bee, January 2005

<sup>12</sup> State of California Department of Finance estimate, January 1, 2004

library services. Continuing population growth is certain to increase the pressure as time goes on.

Fresno County is situated in the heart of the Great Central Valley and has long defined itself in relationship to the agricultural industry that has been the region's economic mainstay. Historically, residents have perceived the county as being split into urban and rural areas, with the Fresno-Clovis area identified as "urban" and the rest of county's communities identified as "rural". Increasingly, as the population grows, the boundaries between these two categories are becoming blurred. Housing is going up on former agricultural land and in the Sierra foothills. People living in outlying areas commute to work in metropolitan Fresno as well as throughout the county. Regional shopping areas are developing along transit routes that serve commuters. At the same time, telecommunications and electronic technology are bringing the Internet, digital television and global communications to the entire population. The distinction between "urban" and "rural" is fading as the county's communities become increasingly interconnected.

For years, Fresno County has had a reputation as a source of affordable housing within the state. Immigration into the area, a long-term driver of population growth, is partly attributable to a desire for an affordable place to live. Recent trends in housing prices, suggest that this situation is changing. The County's median home price increased from \$90,500 in 2000 to almost \$290,000 by the end of 2004, largely in response to "equity refugees" who are relocating from elsewhere to take advantage of the local housing market. Authorities have expressed concerns that local residents may no longer be able to afford to purchase their own homes.

Fresno County is racially and ethnically diverse. Hispanic residents made up 43.3% of the total in 2000, living both in the metropolitan Fresno/Clovis area and throughout the county's rural areas. This population represents the single largest ethnic group in the service area, a significantly higher percentage of the population than within the state as a whole. Other ethnic groups include Asians, at 8.2%, African Americans at 5.2%, American Indians at 1.6% and Hawaiian and Pacific Islanders at 0.1% of the population. The combined Hispanic, Asian, African American and American Indian populations represent an emerging new majority of the population. The population includes a high number of foreign-born individuals – 21.1% of the total population. Over 40% of the population, aged five or older, speaks a language other than English in their home. Most of these individuals speak Spanish or Hmong, although 38 other languages were also reported.

Children and youth under the age of 19 make up almost 36% of the population – 275,451 of the service area's residents. There are 192,366 K-12 students enrolled in public and private schools in the service area. Area schools are under tremendous pressure to deal with the current and projected enrollment levels, and the growth rate for this age group is expected to increase faster than the general population. School districts in rapidly growing areas plan construction of several new school campuses over the next 10 to 15 years. Compounding the situation, many children are from immigrant families, whose parents' limited English speaking skills prevent them from effectively helping them with their studies. In 2003/04, 98,784 public school students were identified as Hispanic. Another 21,035 students were Asian. This represents 64.3% of the total public school enrollment. In the same year, 50,513 K-12 students were identified as English language learners. These students' needs put them at-risk for academic achievement and place a severe burden on area schools trying to meet their needs.



Last year Fresno County schools overall improved academic performance, with 70% of schools recording higher scores on statewide tests. At the same time, only 48% of the county's schools included in statewide testing were able to meet their performance targets.

Fresno County's economic profile includes high poverty levels and double-digit unemployment. Despite the economic boom of the 1990s, over 35% of the county's children were living in poverty in 2002, according to a major study<sup>13</sup>. The 2000 Census reported 17.6% of families living in poverty, a rate that is twice as high as the statewide average.

A recent survey of Fresno area college graduates in the 25 to 45 age range has revealed that this group places a high priority on the ability to have a job that they are happy with, in a community that is affordable while living close to friends and family. This group also holds in high regard a community with ethnic and cultural diversity and an active arts and cultural environment. Fresno was rated high on all counts except the last, judged as lacking a vibrant arts and cultural scene or a reasonable number of entertainment venues.<sup>14</sup>

Each of these factors contributes to an environment that places both the current and the future population at risk. Many thousands of children and youth need assistance to compete and thrive – in school, at home and in society. Thousands of new immigrants of all ages need assistance learning English, learning how to live in their new communities and learning new job skills. Low-income levels prevent many, if not most, families from acquiring computers in their homes. The “digital divide” that creates a society of technology haves and have-nots is in evidence throughout the county.

High unemployment has been an enduring reality in Fresno County for decades. A recent public/private effort to combat this problem was kicked off in 2004, with a goal to create 30,000 new jobs in nine occupational clusters. This high visibility effort, the Regional Job Initiative, is being closely watched and strongly supported by the business community.

The service population also includes a significant number of older adults. According to the 2000 Census, 131,761 people over the age of 55 lived within the Library service area. This group is diverse. It includes seniors age 65 and above, many of whom are retired, living at home or in assisted living quarters. It also includes members of the baby boom generation, who although are edging toward retirement, remain in the work force and active. Each of these groups presents unique service challenges, including safe and secure physical surroundings, access to intellectual stimulation and a technology-friendly environment that retains a “human-friendly” tone. An additional, overarching challenge is how to balance service to every constituent group, each with its own needs.

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<sup>13</sup> Children Count! 2002-2003 Report Card; The Well-Being of Children in Fresno County, Fresno County Interagency Council for Children and Families, 2003, p. 136

<sup>14</sup> Livability Priorities for the Fresno Creative Class, Creative Fresno, 2005

#### IV. Library Service Needs

##### A. Executive Summary

County residents served by the Fresno County Library require access to a more spacious, welcoming and technologically up-to-date central library facility that can truly serve their needs. The current facility lacks the capacity to support the needs of either residents of adjacent neighborhoods or library users throughout the county. As the service population continues to grow - an 85.7% is expected between 2000 and 2040 – the facility, already dysfunctional, will become less viable and increasingly marginalized.

Space is needed for book and media collections that meet community needs, housed appropriately on a variety of shelving types. 244 out of 618 survey respondents noted that the book collection should be improved, 39% of respondents. The current collection is too small to support the informational and reading needs of the county's diverse population. The collections of circulating fiction and nonfiction books needs to expand significantly to support general reading and school assignments of students in middle and high school grades as well as those in community college. Large numbers of students, both adults and youth, are English language learners. Materials in both English and in other languages are needed to help these students. Strong collections of general fiction and nonfiction are needed in several languages for the County's ethnically and linguistically diverse population, as well – books, periodicals, newspapers, audio and video collections are all needed. The collection of audio and video materials needs to continue to grow to complement the book collections and provide information in formats that support language learning. Collections for children and their families and for teens are needed, housed appropriately and attractively for these clientele groups.

The Central Library is the region's primary research facility. A strong reference collection is needed, in both print and electronic formats. Access to the retrospective periodical back file collection and government documents collections must be maintained. The California History and Genealogy collection is a unique, invaluable community resource that requires appropriate space and shelving in environmentally controlled surroundings.

Additional space is needed for increased seating capacity throughout the building to support varied uses – for individual study and research, for small groups to collaborate on projects and assignments, for comfortable browsing, for parents and children to read together. Survey respondents noted the need for quiet study space (26%), group study space (15%) and improved seating (13%).

Many residents cannot afford their own computers and depend on the Library for access to technology. The Library needs to provide more computers for public access, both in a classroom setting for training and in open access spaces for individual use.

Spaces are needed to accommodate major programming events, community meetings, seminars and workshops. Children's programming is a major library service priority. More appropriate space is needed to support storytelling, book clubs, puppet shows and other events that strengthen early childhood education and family literacy. Teen programming will attract many young people to the Library and provide a forum for creativity and learning. Author lectures, poetry readings, genealogy workshops and many similar events that have drawn large audiences in the past cannot be presented at the Central Library now due to space restrictions.

Overall, the Central Library needs to provide an inviting, comfortable atmosphere that encourages use by people of all ages, both nearby residents who use the facility as their local library and residents throughout the county who need access to collections and services not available at their branch libraries. Parking must be plentiful, free, adjacent to the library and easy to find and use. The facility must be open, organized in a simple way that all users can understand.

## B. Overview of Current Library Service

### 1. Introduction

The Fresno County Library serves the entire population of Fresno County, with the exception of the residents of the Coalinga-Huron Unified School/Library District in the southwestern corner of the county. The County Library service area covers 5,006 square miles, in the center of California's San Joaquin Valley. Facilities include a central library, eleven branches in the metropolitan Fresno-Clovis area, twelve branches located along or to the east of Highway 99 and nine branches located to the west of Highway 99. The Library also provides services to correctional facilities, day care centers, seniors and isolated rural residents through bookmobile service and other outreach programs. Service outlets are located throughout the county, from Firebaugh, Mendota and Tranquillity in the western part of the county to Kingsburg, Reedley and Orange Cove in the south to Auberry and Shaver Lake to the northeast in the Sierra foothills.

### 2. Central Library

The Central Library is located at 2420 Mariposa Street, in downtown Fresno. The current Central Library facility opened in 1959 and has served as the County Library's flagship public service outlet and headquarters for the past forty-six years.

The Central Library plays several roles within the Library system:

- It provides direct public service to the residents of nearby neighborhoods, providing collections, reader and study seating, public access computers, reference research assistance and programming to people of all ages.
- It maintains several large resource collections that are unique within the county, including the California History Room, Genealogy Collection, government documents depository collections and a large, retrospective periodicals collection.
- It provides supplemental collections and professional expertise to support service at branch libraries and to residents countywide.
- It houses staff who develop and maintain the Library's online resources, website and other electronic services, such as the online directory of human services compiled by the Information and Referral Unit.
- It houses services that support the entire Library system, including the ordering and cataloging of new books and audiovisual media items.

The Central Library has two public floors and a basement level, with a total of 80,400 square feet. Over the years, the building has been reconfigured numerous times to offer

improved service. Several services and work units have been relocated to other Library facilities as space has become more constricted.

### 3. Service Hours and Visitors

The Central Library is open every day of the week, for a total of seventy-one service hours. In 2004/05, an average 1,082 people per day visited the facility in person, an average of 7,575 visitors per week.

Table 4.1  
Central Library Service Hours

Monday	9 am – 9 pm
Tuesday	9 am – 9 pm
Wednesday	9 am – 9 pm
Thursday	9 am – 9 pm
Friday	9 am – 6 pm
Saturday	9 am – 6 pm
Sunday	1 pm – 6 pm

### 4. The Impact of Measure B

The County Library was able to substantially improve library services when voters approved Measure B in November 1998. Measure B is a one-eighth of one percent sales tax that provides funds for increased service hours, more library materials and more services for Fresno County residents. Since its implementation, Measure B has provided \$55.7 million toward improved library services. In November 2004, voters passed an extension of Measure B that will ensure continued funding through 2013.

For the Central Library, Measure B has provided additional funding to enable staff to distribute information resources more effectively to the entire Library system, through improvements to branch reference collections and purchase of online tools that can be accessed through the Library's website. Prior to Measure B's implementation, the Central Library was open six days per week, Monday through Saturday, for 55 service hours per week.

### 5. Collections

The Central Library book and audiovisual media collections included 311,488 items, as of December 2004 – 301,061 books and 10,427 audiovisual media items. This represents 24% of the County Library's 1,279,919-volume collection of books and media. The book collection includes a significant reference collection – 40,904 volumes, including adult, teen, children's and Spanish language reference titles. In addition, The California History and Genealogy collections include another 30,406 unique titles. Space restrictions require the Library to shelve major portions of both circulating and reference collections in closed, compact storage in the basement of the building.

With the passage of Measure B in 1998, DVDs and compact discs were added to the Central Library collection of audiocassettes and videos. Much of the Central Library's 10,427 media collection, therefore, is relatively new and very popular. Even though they represent only 3% of the total book and media collection, these formats represented 28% of total circulation at the Central Library during 2004.

The Central Library currently subscribes to 331 periodicals and 10 newspapers. Substantial periodical back files are held in closed storage in the basement and five newspaper titles are retained on microfilm. These collections are significant resources for the entire service population. The Library is a depository for federal and state government documents, with a collection of 1,086,211 print items, 1,853 CD-Roms and 1,247,100 microform items<sup>15</sup>. These collections are housed primarily in the Library's basement on a combination of freestanding and compact shelving.

6. Circulation

Central Library circulation has declined substantially since the early 1990s – a 37% decrease between 1992/93<sup>16</sup> and 2004/05. Circulation increased a small amount since 1998, when Measure B took effect. In 2004/05, however, total circulation at the Central Library dropped to 296,782, the lowest level in more than a decade. Simply put, the Central Library has not participated in the tremendous circulation growth the Library system has experienced since Measure B was implemented. Total system circulation in 2004/05 was 2,991,108 – a 62% increase over 1992/93. During 2005/06, overall system circulation is expected to exceed 3,000,000 items, based on data for the first three months of the fiscal year. At the same time, the Central Library circulation continues to decline. Since 1992/93, the Central Library's share of circulation has decreased from 25% to 9% of the total system circulation. Several factors contribute to this trend. Over time, Central Library collection development has focused on the reference collection to a greater degree than the circulating collection. Shelving capacity for books is at 100% on the main public access floor and close to 100% in the basement closed stacks. Titles are reassigned to basement shelving to create shelf space, thereby eliminating browsability. The open access shelving for books and AV media is packed, preventing effective browsing. Face-out shelving for new books is sparse.

Table 4.2  
Fresno County Library Circulation: 1992-92 – 2004-05

Fiscal Year	Central Library	System Total	Central % System Total
1992/93	468,710	1,861,438	25%
1993/94	431,824	1,731,342	25%
1994/95	354,037	1,586,819	22%
1995/96	384,050	1,586,485	24%
1996/97	371,474	1,588,144	23%
1997/98	340,685	1,553,604	22%
1998/99	315,626	1,489,812	21%
1999/2000	339,325	1,932,993	18%
2000/01	310,717	2,176,071	14%
2001/02	314,212	2,405,659	13%
2002/03	332,007	2,729,730	12%
2003/04	339,673	2,645,989	13%
2004/05	296,782	2,991,108	10%
2005/06*	70,073	774,948	9%

Source: Fresno County Library statistics \* July 1 – September 30, 2005 circulation

<sup>15</sup> Fresno County Library Federal Document Depository Library Annual Report, 2003/2004

<sup>16</sup> 1992/93 was the first year that the County Library felt the budget impact of the State of California's decision to shift funds away from local jurisdictions to support the state's education system.

Collection turnover rate is the average number of times that each item in a collection circulates over a period of time. The Central Library’s annual turnover rate in 2003/04 was 0.95 overall, which means that each item in the book and AV media collection circulated slightly less than once during the year. The branch library collections, on the other hand, had a combined turnover rate of 2.07 in 2003/04.

Since the large reference collection at the Central Library tends to skew the figures, it is helpful to isolate the Central Library circulating collection and look at the turnover rate for this material on its own. For the 2003/04 fiscal year, this collection had a 1.09 turnover rate. For the 2004 calendar year, the rate is higher – 1.23 – indicating that use of the Central Library collection is increasing. Even at 1.23, the Central Library turnover rate is substantially lower than the turnover rate at the branch libraries.

Audiovisual media formats have the highest turnover rates in the Central Library building, as shown below. A short circulation period for videos and DVDs (one week rather than the three-week circulation period for books and audio materials) compounds the difference between these materials’ rate of circulation and the rate for the rest of the collection. The fact remains that videos (which includes DVD titles) had remarkably high turnover rates, from 9.43 to 12.23 in 2004. Audio formats – compact discs and audio books – are generally the next most active collections. Children’s World Languages audio media lead this category with a 6.74 turnover rate in 2004. Interestingly, Children’s World Languages Books circulate at a higher rate than any other type of print material, with a turnover rate of 2.90. Teen books are second at 2.15. The adult book collections have the lowest turnover rates in the collection – World Languages at 1.24 and English language fiction and nonfiction at 0.55. These low turnover levels indicate significant problems with the collection.<sup>17</sup>

Table 4.3  
Central Library Collections Turnover Rate: 2004

Collection	Turnover Rate
World Languages Video Media	12.23
Adult Video Media	10.44
Children's World Languages Video Media	10.35
Children's Video Media	9.43
Children's World Languages Audio Media	6.74
Teen AV Media	5.76
Adult Audio Media	5.11
Children's World Languages Books	2.90
World Languages Audio Media	2.69
Children's Audio Media	2.66
Children's Circulating Books	2.45
Teen Books	2.15
World Languages Books	1.24
Adult Circulating Books	0.55
<b>Circulating Collection Subtotal</b>	<b>1.23</b>
Adult Reference Books	0.01
Children's Reference Books	0.10
Reference Collection Subtotal	0.01
<b>Total Collection</b>	<b>0.95</b>

<sup>17</sup> Data taken from Library circ stats for 12/03, 3/04 and 6/04

Another measure of collection use is the number and rate of loans made between libraries. This measure is particularly significant in a geographically widespread, multi-outlet library environment such as the County Library, in which many Library customers seek materials not locally available. Even though the Central Library has a lower circulation turnover rate than the branch libraries, its collections are tapped more frequently for materials requested that are not available at a local branch library. The number of reserves filled by the Central Library collections during three representative months in 2004 was compared to the number of reserves filled from the three highest circulating branch libraries, Clovis, Fig Garden and Politi<sup>18</sup> during that time period. Central filled almost twice the number of reserves that were filled by Clovis, the highest circulating branch. There were 8,000 filled reserves during the three months studied, slightly more than 10% of Central Library circulation. Reserves filled by the branch libraries studied, on the other hand, represented between 5.6% and 5.8% of circulation.

Table 4.4  
Reserves Filled in 2004

	Items supplied to other libraries	% of total circulation
Central Library	8,800	10.4%
Clovis	4,544	5.8%
Fig Garden	3,890	5.7%
Politi	2,881	5.6%

Source: Fresno County Library statistics

In-house use of materials is another facet of collection use that is pertinent to understanding the ways that the public uses the Central Library. Larger libraries with substantial reference collections tend to experience higher in-house use of materials than libraries focused on popular, circulating collections. Service populations with high numbers of recent immigrants, low-income families and other constituencies that are often reluctant to check out materials also tend to drive up in-house use counts. The Central Library, which has both of these characteristics, experiences a significant amount of in-house use. In the late 1990s, its in-house use represented over 50% of the total in-house use throughout the Library system. Surprisingly, however, in-house use of materials at the Central Library has not increased as the population has grown and library services have improved over the past few years. Instead, Central Library share of total in-house use has slipped from 53% of the total in 1996/97 to just 14% in 2004/05. While no definitive information exists to explain this trend, the data suggests that public use of the Central Library is not keeping pace with overall library use in the County and is, in fact, slipping behind the general trend.

<sup>18</sup> Woodward Park Branch was omitted from the comparison since the circulation surge following its recent opening may distort its circulation and reserve-filling pattern.

Table 4.5  
In-House Use of Materials: 1996-97 – 2003-04

Fiscal Year	Central Library	System Total	Central % System Total
1996/97	86,448	163,284	53%
1997/98	77,867	169,560	46%
1998/99	205,920	299,240	69%
1999/2000	59,588	203,143	29%
2000/01	108,510	428,270	25%
2001/02	68,865	335,519	21%
2002/03	82,649	443,148	16%
2003/04	83,813	469,028	18%
2004/05	80,807	570,928	14%

Source: Fresno County Library statistics

## 7. Seating Capacity

The Central Library provides 204 reader seats, distributed as shown below. Seating at 4-person tables is the predominant type of seating – 144 seats. Only nine lounge seats are available within the building, five in the Periodical Browsing area and four in the Teen area.

Table 4.6  
Central Library Seating

Department	Seats
Reference	50
Careers	4
Periodical Browsing	13
Spanish/World Language	28
Fiction/Genre	46
Teens	10
Children	35
California History/Genealogy	18
Total	204

## 8. Public Computer Access

Fifty-four public access computers are available at the Central Library, 34 in open access public spaces and 20 in a Computer Lab. Seven of the open area workstations are limited to online catalog access, twenty-two offer Internet access, four offer word processing software and one is dedicated to government documents access as a feature of the Library's federal government depository library service. In addition, thirteen microfilm/fiche reader/printers are provided, two in Reference, four in the Career Center and seven in the California History and Genealogy Room.



Table 4.7  
Computer Workstations

Department	Computers
Reference	12
Reader's Advisory	6
Careers	2
Spanish/World Language	1
Audiovisual	1
Fiction/Genre	1
Children	6
California History/Genealogy	5
Computer Lab	20
Total	54

The Library tracks public computer use in terms of the number of usage sessions recorded on the printed sign-up sheets in use at each facility. At the Central Library, 30-minute sessions are offered at the Internet workstations in Reference, Reader's Services, Children's and California History and Genealogy. The Computer Lab workstations are booked for one-hour intervals.

Computer use at the Central Library is increasing. Since late 2000, when the Library began to track this activity, use has gone up 33%. In 2004, over 95,000 half-hour and hour sessions were recorded – this is an average of 1,828 sessions each week. Over the same time period, computer usage system-wide has increased 120%. While the Central Library's increase has been less dramatic, this remains a significant indicator of service trends both at Central and throughout the County. The Library is currently working to replace the manual, staff-intensive sign-up system with an automated, self-service procedure that relies on the use of each user's library card number.

Table 4.8  
Public Computer Use

	Central Library	System Total	Central % of Total
2001	71,347	342,181	21%
2002	68,674	404,306	17%
2003	79,720	488,641	16%

Source: Fresno County Library statistics

## 9. Programming

Programming for all ages takes place at the Central Library. During the past eighteen months, from July 2003 through December 2004, 100 public programs were held in the Central Library's Sarah McCardle Room, a multipurpose meeting room located on the building's second floor. The programs included 54 for adults, 23 for teens and 23 for children and families. Events included book club meetings, Genealogical Society programs, Saroyan Society Writing Contest events, poetry readings and teen movie nights, among others. Programming for children took place in the McCardle Room and in the Doris Gates Children's Services Room, including storytelling programs for preschool and school-age children and their parents, summer reading program events, class visits and special programming events.

Programming in the McCardle Room has become more limited in recent months due to a City Fire Marshal ruling that audiences in that space must be limited to 49 participants. Since May 2004, Library staff has begun to schedule programs at branch library locations whenever the audience is expected to reach this number, which has negatively effected programming for all ages, especially the children’s summer reading program and local history programs.

The amount of Central Library children’s programming over the past few years has varied depending on staffing levels available, as shown below.

Table 4.9  
Central Library Children’s Programming

Type of Program	2001/02	2002/03	2003/04
Preschool storytime	38	35	39
School-age storytime	0	0	8
Special programs	11	23	12
Class visits	85	69	82
Summer Reading Program participation	738	681	361

Source: Fresno County Library statistics

## 10. Information Services

The Central Library provides reference assistance to the public in person at service desks on the first and second floors of the building, over the telephone and by email. Reference maintains a wide variety of information resources on the Library’s website, including compilations of answers to frequently asked questions, links to useful information sources and selection of electronic information databases available over the Library website. The Central Library’s 40,904-volume general adult and children’s reference collection is the strongest collection of its type in the Central Valley, supporting reference services throughout not only the County Library system but also the entire six-county San Joaquin Valley Library System.

Information Services also compiles and publishes a comprehensive human services directory that is used by the Library and by public and private human service agencies throughout the County.

The Library keeps track of the number of reader assistance transactions that take place at each of its facilities, that is, each transaction in which a Library staff helps a member of the public locate information or library materials either in-person or over the telephone. At the Central Library, these transactions occur primarily at four service points: Reader’s Services, Reference, Children’s and California History. A small number of these transactions also take place at the Circulation Desk and in the Computer Lab.

Measure B’s impact is powerfully evident in the statistics for 1998/99, 1999/2000 and 2000/01, when the Central Library’s share of total reader assistance transactions throughout the Library system fell from 70% to 35% over a two-year period. That trend has continued over the subsequent years. In 2004/05, Central’s share fell to 15% of the total.

Clearly, people are using their branch libraries – overall, almost three times as many readers were assisted last year as were in 1992/93. At the same time, the assistance pattern at the Central Library parallels circulation’s declining trend. Several factors

beyond Measure B implementation have affected the Central Library. Many people in the community have acquired access to the Internet and developed online search skills. At the same time, the Library has actively pursued offering many information resources on its website. Many thousands of Library users have been able to find and retrieve the information they need using electronic technology, obviating the need to visit the Library. Also, parking restrictions in downtown Fresno have deterred many users from making a personal visit to the Central Library.

Table 4.10  
Reader Assistance Transactions: 1992-93 – 2004-05

Fiscal Year	Central Library	System Total	Central % System Total
1992/93	157,622	273,342	58%
1993/94	162,829	246,154	66%
1994/95	157,777	220,673	71%
1995/96	159,301	222,628	72%
1996/97	163,573	207,877	79%
1997/98	179,703	226,445	79%
1998/99	188,657	271,256	70%
1999/2000	184,550	325,455	57%
2000/01	141,781	409,861	35%
2001/02	138,475	448,731	31%
2002/03	137,918	674,744	20%
2003/04	142,832	758,760	19%
2004/05	127,368	831,696	15%

Source: Fresno County Library statistics

Staff at the Reader's Services Desk retrieves periodicals and newspapers that are shelved in closed areas. An average 375 to 400 items are paged per week. Although Library staff report that the amount of paging has dropped over time, the level appears to be stable, as shown below.

Table 4.11  
Periodicals Retrieved from Storage

	2003	2004
March	1,635	1,981
April	1,819	1,864
September	1,836	1,484
October	2,007	1,635

## 11. Staffing

The Central Library is the work site for 196 staff (172.2 full-time equivalent), 87 (76.35 FTE) dedicated to direct public service and 109 (95.9 FTE) to system-wide support services. Staffing for direct public service covers a seven-day per week schedule. Each Division Manager is responsible for one or more aspect of system-wide service as well as a portion of direct public service at the Central Library.

Table 4.12  
Current Library Administrative Divisions<sup>19</sup>

Division	Number of Staff	Full-Time Equivalent Staff
Administration	36	35.1
Business Office/Human Resources	11	11
Support Services	62	49.8
Adult Services	13	11.3
Reference Services	38	32.05
Youth Services	20	18
Community Libraries	16	15
Total	196	172.2

Source: Fresno County Library

Over time, several system-wide support functions have been relocated elsewhere to relieve space pressure at the Central Library. The Blind and Handicapped Library moved from the Central Library to a new location on Waterman Street in 1977. There was a department name change and the Talking Book Library was relocated in 1980 to the Ted C. Wills Community Center at 770 North San Pablo Avenue in Fresno. The system delivery transfer point was relocated to the Sunnyside Branch on East Kings Canyon Road in 2001. The Library Volunteer Coordinator's Office is also located at the Sunnyside Branch. The Literacy Program was moved to 521 West Dakota Avenue in 2001. Currently, the Library is investigating the feasibility of relocating the California History and Genealogy collection and reference service to the Fresno-Madera Agency on Aging Senior Resource Center at 2085 East Dakota Avenue.

While these services can and do operate effectively, there are negative impacts related to these locations. The Talking Book Library has outgrown its 2,640 square feet of space at the Community Center. It shares quarters with a computer lab operated by an adult school also based on the premises. The two services use the same lighting and HVAC system although their light level needs differ and are at times in conflict. Noise spills from the computer lab into the Talking Book workroom and vice versa. The Telecom Pioneers service organization provides volunteers to repair the tape players that subscribers use to listen to talking books. The volunteer repair crew works as a six-person team to repair and maintain the playback equipment on a weekly basis. The workspace available is very crowded and cannot accommodate the crew at this occupancy level. Services at the Talking Book Library are largely limited to circulation of audio books; hence those using this service do not receive the full range of services offered at other Library outlets. Its standalone status also hinders Talking Book users' ability to visit the library with family and friends.

The system delivery transfer point was relocated in 2001 to make room on the Central Library's second floor for an expanded California History and Genealogy service. The delivery sorting space was moved to an area adjacent to the new Sunnyside Branch Library when it was relocated into larger quarters in a shopping mall on East Kings Canyon Road. The space available accommodated only the delivery sorting shelves, which has resulted in a split delivery operation between the Central Library and Sunnyside. This has reduced efficiency and lengthened the time required to make deliveries throughout the County Library system.

<sup>19</sup> See Appendix D for detailed breakdown of Library staffing needs

### C. Collections and Shelving

Fresno County residents of all ages need access to up-to-date, accurate information that represents a wide range of perspectives, in print, media and electronic formats. Residents also need access to recorded performances of works of literature, music and film, to enhance the quality of their lives and to open their lives to the world of the imagination. Collections need to be maintained in appropriate environmental conditions for circulating, reference and archival materials. It is County Library policy that all materials are located in publicly accessible spaces unless their value or fragile physical condition makes them vulnerable to theft, vandalism or damage. Fixed shelving with permanent aisles is preferable to compact shelving, although the Library recognizes that some large, less-used collections may be most effectively housed on a combination of fixed and compact shelving in both open and closed access spaces.

The Library's ability to meet these basic library service needs has been sorely challenged over the past two decades as economic hard times forced the County to operate under reduced budgets. For a decade, fewer books were added to the collection, even as the population continued to grow. Audiovisual collections were nominal, if collected at all. The collection overall began to "age" as, year after year, new books are not purchased and older titles retained simply to keep something on the shelf.

With the passage of Measure B, the County Library has begun to reverse this trend. Since 1999, over 1,000,000 new books and audiovisual items have been added to the collection countywide – 626,522 books and 441,176 media items. The public has responded positively to the infusion of new material and to vastly expanded service hours. Total circulation in 2005/06 is expected to top 3,000,000 – a 62% increase over circulation in 1992/93, the year that State budget shift impact was first felt.

The primary effect of Measure B has been to improve service at the branch libraries. Across the County, the aggregate number of library service hours has more than doubled. Three new branches have opened and three more new branches are in being designed. Twelve branches have been refurbished or moved into larger quarters.

Measure B has also provided additional funding for materials and computers at the Central Library. It has also funded exterior improvements and carpeting in the Doris Gates Children's Room. Overall, however, the constraints built into the existing Central Library have limited its ability to take advantage of Measure B's potential to improve service at that facility. This limitation has service implications on two levels. First, central Fresno residents, who use the facility as their local library, have diminished access to Measure B's benefits. Second, the branch libraries all depend on the Central Library to supplement their immediate collections with a broad range of material – alternate titles, secondary material, older titles – that complements the branch collections. The severe space constraints at the Central Library have limited its ability to build a collection that offers this support. While Measure B is effectively reestablishing branch library services and collections across the county, the Central Library cannot take advantage of this opportunity. In effect, the Central Library is being left behind as library services improve. Over time, service level imbalances will develop as the Central Library becomes increasingly unable to support the branches and their users' needs.

## 1. Books

The Central Library's print collection is a resource for the entire Fresno County population as well as for residents of the entire San Joaquin Valley Library System<sup>20</sup>. The Central Library reference collection has long been recognized as one of the Central Valley's premier resources for information and research. Survey respondents from around the County indicated that, even with the infusion of new materials in branch libraries made possible by Measure B, they use the Central Library because it offers books and other materials that are not locally available. The Central Library collection currently includes 311,488 books and audiovisual media - 301,061 books and 10,427 AV items. Almost one-quarter of the book collection is reference material - 40,904 items in general adult and children's reference and 30,766 in California History and Genealogy. The Library's strong reference collections need to be matched by the vitality and variety of its current, circulating book collections.

The circulating book collection needs to be developed to meet several important service needs:

- Recent fiction and nonfiction, including both bestsellers and less-known titles, need to be made available in greater quantities, to make the Library a viable source of current reading. Space is needed to allow use of browsing shelves for attractive, eye-catching displays of newly published books. A large browsing collection is needed to replace the small, low-visibility new book display now in use.
- Survey respondents called for larger collections in many subject areas, including information on legal issues, family life and the culture and history of various ethnic groups. Underlying these varied requests is the need for a larger, more robust circulating book collection that serves the many interests of Fresno County's growing population. The population is diverse. The collection needs to be developed to match this diversity.
- Survey respondents and focus group participants also expressed dissatisfaction with the age and condition of the collection, another indication that the collection needs to be refreshed with newer material and with fresh copies of standard works. The English language adult fiction and nonfiction collection turnover rate overall was a mere 0.55 in 2003/04, meaning that on average, each book circulated less than once during the year. The fact that 32% of the collection is in closed storage and cannot be browsed certainly contributes to the low turnover rate. All indicators - low circulation, negative public perception of the collection, staff comments on the need to build in specific areas - suggest that the circulating collection needs to be expanded, strengthened and refreshed to make it useful for pleasure readers, students and researchers. The collection overall needs to expand 2.5 times over the next twenty years, to provide fiction and nonfiction collections that meet the community's needs. It should be noted that if additional shelving space is provided, much material that is now weeded simply to create shelf space can be retained.

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<sup>20</sup> San Joaquin Valley Library System members are Coalinga Huron Library District, Fresno County Library, Kern County Library, Kings County Library, Madera County Library, Mariposa County Library, Porterville Public Library, Tulare County Library Tulare Public Library

This recommendation supports Goal #1 for the Library's Current Topics and Titles service response and Goal #3 for the Lifelong Learning service response, part of the County Library's Long Range Goals and Objectives:

Goal #1: County residents of all ages will make use of popular materials on current topics in a variety of formats and languages, and receive assistance in the selection of reading materials. (Current Topics and Titles)

Goal #3: County residents of all ages will use current and authoritative library materials in appropriate formats and languages to meet their life long learning needs.

Fresno County has long been a destination for new immigrant groups from around the world. The Armenian community has lived in the region for many decades. Over 21% of the total population in 2000 was foreign-born. The Hispanic community is the largest single ethnic group, representing over 43% of the total service population in 2000. Other groups with growing populations are the Hmong, Khmer (Cambodian), Laotian and East Indian communities. Forty-five percent of Library survey respondents throughout the Library system indicated that they speak or read a language other than English. The 2000 Census identified over 40% of the population that spoke a language other than English in their home. Fresno County schools reported over 50,000 students who were English language learners in 2003/04, speaking over 50 languages other than English. This rich diversity of languages and cultures needs to be appropriately addressed within the Central Library collection. Viable collections of current fiction, nonfiction titles covering a broad spectrum of interests, plentiful copies of language learning materials all need to be provided. The collection needs to include both print and media formats as well as an array of periodicals and newspapers from county residents' countries of origin.

The current world languages book collection, although small, has the highest turnover rate for books at the Central Library – 2.9 for children's material and 1.45 for adult materials. The Library is currently focusing attention on this collection, adding material in new languages, replacing dated material and creating a high profile reference collection in Spanish. The collection needs to be built in several languages, including Spanish, several Southeast Asian languages and East Indian languages. The Armenian collection needs to be updated. Collections in Arabic and other languages spoken and read by new immigrant groups are also needed. In addition, a focused collection, both in English and in other languages, is needed to help new arrivals become acquainted with American life and culture, including citizenship test preparation guides and books on tenant rights and civil rights generally.

The World Languages collection recommended for the Central Library will become a major resource for the entire service area. With the need for titles in multiple languages and multiple formats, it needs to be a large collection of approximately 41,000 items – 32,500 for adults, 1,400 items for teens and 7,200 items for children – approximately five times the current size.

Children and youth make up 37% of the service population. Strong collections of children's books for every age group from toddlers through teens are needed, both to support the reading and information needs of children who live in nearby neighborhoods

but also to support the branch library collections. The children's book collection needs to expand 2.5 times from the current 32,670 volumes to an eventual 87,425 volumes.

Special emphasis needs to be placed on developing collections that serve teens, including fiction titles, books that address teen issues, graphic novels and the popular illustrated "manga" titles. Service to this age group has become a priority for the Library since the passage of Measure B and will continue to be a focus countywide. A specially designated collection designed to engage teens is needed in the Central Library, building on the successful work that created the Teen Space in 2004. This collection needs to quadruple over time to provide approximately 20,000 titles.

Students in grades K-12 make up 25% of the total population. The Central Library children's, teen and adult book collections need to provide a wide variety of titles that support students' school assignments and supplementary reading. The children's, teens and adult circulating collections all need to include material that supports students' needs, since student reading levels vary tremendously. Generous collections of high interest/ low vocabulary titles should be provided. Multiple copies of many titles that are needed for recurring school assignments are needed, as well.

This recommendation supports Goal #1 for the Library's Formal Learning service response, part of the County Library's Long Range Goals and Objectives:

Goal #1: County residents, Pre-K through adult, who are in formal learning programs, will use materials and resources in relevant formats to support their academic goals.

Adult learners and job seekers make up a significant portion of the population. The Central Library's circulating collections must respond to these groups' needs with strong collections of test preparation guides and other materials that supplement the material available at area adult schools and job training centers. It is important to note that the population includes many individuals with limited income and earning abilities. The Library is the only resource available to many adult learners. The collection that supports career and test preparation needs to be increased to approximately 10,000 titles.

This recommendation supports Goals #1 through #3 for the Library's Business and Career Information service response, part of the County Library's Long Range Goals and Objectives:

Goal #1: County residents will make use of information needed to start, operate, and expand their own small businesses.

Goal #2: County residents of all ages will make use of information to help them choose and/or change careers.

Goal #3: Jobseekers will make use of information and services to help them obtain employment and to advance in their careers.

Many adults and teens in the service area population lack basic English literacy skills. The Library needs to provide services and materials to support adult literacy, both through the County Library Adult Literacy Program and, indirectly, to support literacy learners enrolled in other programs. A designated literacy collection is needed,



containing approximately 10,000 items, as well as substantial items in the general circulating collection that will support literacy training.

This recommendation supports Goal #1 for the Library's Basic Literacy service response, part of the County Library's Long Range Goals and Objectives:

Goal #1: Fresno County residents of all ages will be able to read and write in English, compute and solve problems at levels of proficiency to function in society.

## 2. Audiovisual Media

The Central Library currently provides a collection approximately 10,500 videos, DVDs, compact discs and books on tape and CD. These collections are extraordinarily popular, with turnover rates that far exceed all book collections at the Library. The demand for this material meets several community needs – as a source of free recreational enjoyment for children, families and individuals, many of whom cannot afford to go to the theatre or rent movies on a regular basis, language learning and literacy skills practice, commuter listening to audio books, student use of recorded books and stories to improve reading skills and appreciation of cultural heritage through music, art and film.

For many users, the Library media collection is the only affordable source for video or audio material. Prior to the passage of Measure B, the media collection included audiocassettes and videos. With increased funding, compact discs and DVDs were added starting in 1999. The collection needs to continue to grow to meet community need, expanding from the current size, representing 4.5% of the collection, to reach an eventual target size of 7.5% to 8.0% of the circulating book collection. By the year 2025, this will result in an audiovisual collection of approximately 61,500 items, for adults, teens and children. As audio and video streaming technology becomes a more prevalent distribution source, the Library needs to plan to make multimedia workstations available to the public to access audio and video content. Some or all of the public access computers in the Library need to be equipped to provide access to this material.

The County Library has been a designated subregional library of the National Library Service for the Blind and Physically Handicapped since 1975. The current 24,000-volume collection of recorded books has a customer base of 1,650, both individuals and organizations, located throughout a four-county area (Fresno, Madera, Kings and Tulare Counties). As the population grows and ages, the number of blind and handicapped people in the service area is expected to increase. The recorded book collection needs to increase by at least 20% over the next forty years to meet community demand. A collection of 38,500 recorded books is recommended for the Library. This collection size may be reduced once the National Library for the Blind has implemented a new distribution system that includes digital duplication-on-demand of requested titles.

## 3. Reference Collection

The Central Library reference collection currently provides 40,904 items (including adult, teen, Spanish and children's titles). The Library is actively developing an electronic reference collection that is available through the Library website. As this collection grows, the need to purchase print editions of some reference sources will decrease. Branch reference purchases have stabilized, with this trend expected to continue. While

the Central Library retrospective reference collection should be retained and preserved, it can be assumed that the need for print reference purchases in the future will decline. It is recommended that the reference collection in 2025 contain 36,900 volumes, or 90% of the current collection, distributed among the adult, world languages, teen and children’s collections. The California History and Genealogy collections are not included in this number.

#### 4. Basic Collection Size and Shelving Types

The Central Library basic collection of books and media needs to increase substantially to meet the needs of both local residents and to meet its countywide resource role. By 2025, the Central Library and branch libraries should provide collections that offer the population a combined 2.25 volumes per capita. A collection of this size, if it is up to date and well-maintained, will provide the population with an inventory of books and media that will meet its needs and place the Library’s collection well within the recognized planning guideline for collections. Currently, the Library system provides 1.49 volumes per capita to the population. As Measure B funding continues to support the Library, this ratio will increase. Unless additional space is provided to house the Central Library collections, however, the 2.25 volumes per capita cannot be achieved.

The 2.25 volumes per capita goal will enable the Central Library to provide the residents of central Fresno 1.3 volumes per capita, and to contribute 0.73 volumes per capita to the overall available book and media stock. To meet these service levels, the Central Library needs to be able to accommodate a book and media collection of 859,500 items.

A twenty-year planning horizon for collection growth is recommended, even though the new Central Library building overall is being planned to meet the needs of the population in 2040. This will tie the collection growth plan to the 2025 Library service population. This strategy is recommended to address the uncertainty associated with the publishing industry’s current transition between print and electronic information formats.

The collection growth plan is also tied to the Library’s established policy for branch library collections. This policy recommends collections of 1.3 volumes per capita at facilities that serve metropolitan Fresno/Clovis and collections of 2.3 volumes per capita at facilities that serve communities outside the Fresno/Clovis metro area<sup>21</sup>.

Table 4.13  
Central Library Basic Collection: 2040

	2025 Population	Volumes Needed	Volumes per Capita
County Library Service to Total Population	1,172,877	2,636,000	2.25
Central Library Service to Central Fresno Residents	72,412	94,150	1.3
Central Library Service to Total Population	1,172,877	765,350	0.73

A collection of this size will place the Library in line with comparable libraries, both within California and across the nation. The chart below shows the collection sizes and volumes-per-capita ratios of central libraries that serve populations in U.S. metropolitan

<sup>21</sup> The Heart of the Community: Its Public Library; Meeting Library Needs for Fresno County Residents: 2002 - 2020

areas similar in size to Fresno County. Fresno's Central Library currently provides 0.37 volumes per capita to the countywide service population, while the County Library total collection provides 1.49 volumes per capita. This collection service level places Fresno well below the median of the nine comparable libraries. A collection that provides the recommended 2.25 volumes per capita overall, and a Central Library collection that offers 0.73 volumes per capita, will position the County Library slightly above the median point both for total collection and Central Library collection size.

Table 4.14  
Collection Sizes of Comparable U.S. Libraries

Library	2004 Pop	Central Library Size	Number of Branches	Total Collection	Total Volumes /Capita	Central Collection Size	Central Volumes /Capita
<b>Fresno Co CURRENT</b>	<b>836,200</b>	<b>80,400</b>	<b>33</b>	<b>1,279,919</b>	<b>1.49</b>	<b>311,488</b>	<b>0.37</b>
Tucson AZ	890,356	96,000	21	1,338,000	<b>1.50</b>	184,641	0.21
Kern Co CA	702,900	128,165	25	1,061,893	<b>1.51</b>	292,471	0.42
Charlotte NC	773,299	157,000	22	1,377,720	<b>1.78</b>	316,316	0.41
Memphis TN	905,678	330,000	22	1,944,830	<b>2.15</b>	NA	NA
Median							
<b>Fresno Co PROPOSED</b>	<b>1,172,877<sup>22</sup></b>	<b>329,225</b>	<b>33</b>	<b>2,639,000</b>	<b>2.25</b>	<b>859,500</b>	<b>0.73</b>
Nashville TN	565,352	300,000	20	1,495,609	<b>2.65</b>	477,494	0.84
Indianapolis IN	832,693	120,000	22	2,304,196	<b>2.77</b>	650,733	0.78
Multnomah Co OR	670,250	125,000	16	1,910,841	<b>2.85</b>	867,386	1.29
St Louis Co MO	873,490	121,000	19	2,781,301	<b>3.18</b>	364,844	0.42
Columbus OH	807,685	255,400	20	2,955,569	<b>3.66</b>	831,987	1.03

Source: Public Library Data Service Statistical Report 2004; individual library data

It is useful as well to compare the County Library's collection to other California public libraries that serve populations over 500,000 people. The chart below shows that Fresno County, at 1.49 volumes per capita, is tied with San Diego County in eighth place among these library systems. San Francisco, at 2.73, has the highest volumes-per-capita ratio among large libraries and San Bernadino, at 1.08, has the lowest ratio. Unfortunately, only four of the 15 systems are currently able to provide 2.0 or more volumes per capita. The 2.25 overall volumes-per-capita goal for Fresno County will place the County Library within the range of the state's leading public libraries, in terms of collection size.

Table 4.15  
Collection Size of California Libraries That Serve 500,000+ Populations

Library	Volumes/Capita
San Bernardino County	1.08
Riverside County	1.13
Contra Costa County	1.25
Stockton-San Joaquin County	1.29
Los Angeles	1.44
San Diego County	1.49

<sup>22</sup> 2040 projected population

Library	Volumes/Capita
<b>Fresno County CURRENT</b>	<b>1.49<sup>23</sup></b>
Kern County	1.51
Sacramento	1.51
San Jose	1.74
Orange County	1.89
Alameda County	2.06
<b>Fresno County PROPOSED</b>	<b>2.25<sup>24</sup></b>
Los Angeles County	2.31
San Diego	2.38
San Francisco	2.73

Source: California Library Directory 2004 (except Fresno and Kern Co)

The collections need to be housed on shelving that is appropriate to their use. Popular materials intended for browsing need a mix of merchandising shelves and mid-height freestanding shelves, as do audiovisual materials and the teen collection. Children's materials should be housed on 66" high shelving and picture books on low 45" shelving. Adult fiction and nonfiction collections can be appropriately shelved on 84" high shelving. Reference material needs a combination of 84" and 45" high shelving, arranged so that library customers may use the low shelving for consultation of reference books. Shelving in closed areas may be 90" high to maximize shelving capacity, as long as canopy tops are used.

Table 4.16  
Recommended Shelving Types

Collection	Shelf Height	Aisle Width
Browsing Collection	Mid-height (60" to 66") retail merchandising display units and 78" shelving	48"
Adult Fiction and Nonfiction Books	84"	42"
Teen Books	78"	42"
Children's Books	66"	42"
Children's Picture Books	45"	42"
Audiovisual Media	66" AV browse bins or 78" shelving	48"
Reference Collection	84" and 45"	42"
Closed Area shelving	90"	36" to 42"

## 5. Periodicals

Currently, the Central Library subscribes to 331 periodicals for the public and ten current newspapers. Periodicals and newspapers offer information and pleasure reading in unique formats that attract many library customers. Survey respondents noted frequently that they use the Central Library to access its larger collection of periodicals and newspapers. In addition, teens, new immigrants, language learners and other targeted groups are drawn to periodical and newspapers for their current information, readability and large-scale format. An expanded collection of current periodicals and newspapers is recommended, as indicated below, to complement the expanded book and media collections, especially those aimed at teens, language learners and job seekers.

<sup>23</sup> Fresno and Kern County figures based on 2004 data; all others based on 2002/03 data

<sup>24</sup> based on 2025 projected service population

Table 4.17  
Recommended Periodical and Newspaper Subscriptions

Target Group	Recommended Number of Titles
Adult English Readers	400 periodicals/24 newspapers
Adult World Language Readers	48 periodicals/12 newspapers
Teens	24 periodicals
Job Seekers/Career Center	24 periodicals and newspapers
Children English Readers	24 periodicals
Children World Language Readers	12 periodicals
Parents	12 periodicals and newspapers
Total	580 periodicals and newspapers

Periodical shelving needs to be mid-height (54" high), on slanted display shelves to allow Library visitors to browse easily through current issues. Newspaper current issues need to be displayed in hanging Plexiglas frames for quick identification. Periodical and newspaper back files should be placed on 84" high shelving. The Library is currently conducting a review of its periodical and newspaper back files and coordinating retention with the Library's microfilm back files and digital periodical databases. Periodical back files need to be made available on open access shelving for self-service use, to the greatest extent possible, to increase access and to reduce the burden on staff.

## 6. Government Documents

The Library's government documents collection is a unique resource that is in transition, as the federal government shifts increasingly to providing documents in electronic format. By 2025, the Library will receive an estimated 80% of new federal documents in electronic format. It is essential that the Library provide sufficient computer workstations to make this material accessible. The Library's retrospective documents collection is predominantly in two formats – print and microform. This part of the collection is expected to grow modestly over the next twenty years. The current collection is shelved to full capacity in the Library's basement and needs to be provided with more shelving in order to allow some relaxation to the collection as it sits on the shelf.

An estimated 10% of the total print documents collection should be housed in open access areas to make it more visible and accessible to the public. Documents in the closed area should be shelved primarily on 84" high compact shelves (80% on compact shelves and 20% on freestanding shelves is recommended).

## 7. California History and Genealogy

These collections currently contain 30,766 items, including the William Saroyan Collection. The collection has grown considerably since 1993, when the Library's California History Room was established and the local history collection and Genealogical Society collection were joined. The collections are expected to grow an average 5% annually over the next twenty years, reaching approximately 60,000 titles by 2025. This is an archival collection, growing at a set rate every year, with no discards.



Saroyan Collection in  
Filing Cabinet

The collection contains books, periodicals, microforms, CDs, maps, pamphlets, historical records, manuscripts,

correspondence and other items. Many items have historical importance and are valuable, some irreplaceable. The collection as a whole is an extremely valuable resource for the entire Central Valley region. Great care must be paid to its proper storage and handling. A secure room in the basement offers some protection for extremely valuable items, but this space also lacks proper environmental conditions.

Current conditions in the California History and Genealogy Room are less than desirable. There are inadequate environmental controls, which leave the collection vulnerable to variations in temperature and humidity. Shelving is at or beyond capacity, forcing staff to stack valuable materials on worktables and book trucks for indefinite periods of time. Efforts have been made to place fragile materials in acid-free containers. There is no space, however, to appropriately store these containers.

The California History and Genealogy collection needs to be housed in space with environmental controls that are appropriate for archival collections. Open access shelving should be a 50/50 mix of 45" and 84" high shelves. Closed access shelving should be freestanding full-height shelving to the fullest extent possible, to avoid damage to fragile material. Compact shelving should be used sparingly and only if necessary to fit in sufficient shelving capacity.

#### D. Reader and Study Seating

The Central Library's seating capacity needs to accommodate the needs of residents from throughout the county who come to the facility to look for books and media materials to check out both for themselves and their children, to study and do research, use their laptop computers, attend programs or find a quiet place to read. The facility must support use by residents countywide as well as support the local residents for whom the facility is their "branch library".

Electrical outlets to supply power to customers with laptop computers and other portable electronic devices are needed at each seat. Approximately 10% of table seating requires data outlets, as well, for laptop users without wireless access.

The reader and study seating capacity recommended for the Central Library is 945 seats – 650 seats at tables, 197 lounge seats and 98 seats in group study rooms. This seating capacity will provide 150 seats for children in open access areas, plus an additional 20 group study seats. It will provide 52 seats in a teens area, 78 group study seats in several small group study rooms for teens or adults and 638 seats for the general public. This seating capacity will provide the service population in 2040 with 1.53 seats per 1,000 people served, slightly higher than the County Library's guideline for seating Metro Regional Branch libraries at 1.44 seats per 1,000 people. This represents four times the amount of seating available at the current Central Library.

Customers' burgeoning use of laptop computers as well as wireless access throughout the building will increasingly blur the line between reader seating and computer seating, described in Section E below. Over time, the Library may replace some of the dedicated seating for computers with additional reader seats.

A variety of seating options is needed to respond to the varied uses that the community will make of the facility:

Generous parent/child seating is needed in the children's services area to allow parents to read with their children as they find and explore the world of children's literature. This should be a combination of lounge chairs, window seats and even carpeted floor seating adjacent to the picture book collection, the Family Space and other areas within Children's Services.

Study seating, at a mix of 1-, 2- and 4-person tables, is needed throughout the building, located adjacent to various shelving areas and in spaces identified for quiet study. This seating, as well as lounge chairs, is needed within each of the major public areas on each floor of the building. Visitors need to be able to find seating convenient to whatever collection they use. Each reference area needs its own seating. The Periodicals and Newspapers area needs 26 lounge chairs and five 4-person tables, spaced generously to allow comfortable space for browsing and reading. Table seating should be distributed throughout the public spaces to allow people who need to study with a variety of choices for quiet study space. The Children's Services area also needs plentiful 1-, 2- and 4-person tables.

Seating in group study areas is also needed, in acoustically enclosed spaces to allow small groups of students, adult learners, literacy students or others to meet and work together in an atmosphere that fosters collaboration without disturbance to others.

Teenagers need an area with comfortable, teen-friendly seating, a space that they recognize as "their own" in which they can socialize, study and hang out. Lounge chairs and window seats are needed as well as table seating, both 2-person study tables and 4-person round tables that facilitate conversation.

Browsing areas and the media collection need casual seating, both lounge chairs and benches, to allow browsers an opportunity to sit while they select new books and media to check out.

The Talking Book Library needs two 2-person tables, one 4-person table and three lounge chairs for visitors waiting to check out recorded books.

The California History and Genealogy Room needs both 2-person and 4-person tables, designed to allow researchers to spread out their materials for long periods of time. Table seating needs security devices for laptop computer users to ensure that their equipment is secure while they consult the local history and genealogy collections.

## E. Technology

The Central Library's 54 public access computers are one of the most popular, in-demand services currently offered. Public use of the Central Library computers has increased 26% since 2001. This year, the number of user sessions is expected to reach 89,600. Even at this rate, the number of computers provided cannot keep up with demand. Focus group participants and survey respondents asked repeatedly for expanded computer access, for longer computer use time limits and similar service needs that require additional computer workstations. Students from elementary school through adult school need computer access not only to research their assignments but also to write term papers and prepare school assignments. Genealogists use computers to conduct genealogical research. For many residents, the Library's computers are their

only access to email. Adults and children alike use the computers to access the growing number of electronic databases being made available on the Library’s website.

The Central Library needs to provide space to accommodate 262 public access computers at sit-down workstations located in open access areas throughout the building. These workstations will be used for library research, Internet access, email, word processing and other software applications – a minimum of 36 sit-down computers are needed in the children’s services area, 20 in the teen area and 158 in various adult areas. In addition, two computer/technology training labs are needed to support information literacy classes and other computer-based training, each equipped with 24 workstations. Finally, approximately 103 compact public access workstations are needed at stack range ends, for quick and convenient online catalog access. There is also a need for computers that provide library customers with disabilities access to adaptive technologies, including print enlargement, Braille and voice output, adaptive keyboards, adaptive cursor control and adjustable height workstations for wheelchair access. This technology is needed in the Talking Book Library and on each public service floor. A detailed breakdown of public computer locations is found in *Appendix B4*.

Table 4.18. Public Computers

	Sit-Down Computers	Stack-End Computers
Adult Areas	158	86
Teen Area	20	2
Children’s Areas	36	15
Training Rooms	48	0
Total	262	103

A total of 365 public access computers is recommended for the Central Library. This recommendation assumes that the new Central Library building will be wireless enabled in its entirety, to allow visitors to connect to the Internet and the Library’s online network through laptop computers that they bring into the building. The Library-supplied computers will provide the 2040 population with one computer for every 3,934 residents. It is expected that the use of public-supplied laptop computers will increase this service level at least 100%, that is, on a typical day, there may be as many people using their own computers in the Library as there are people using Library-supplied computers. Some or all workstations should be capable of providing access to audio and video materials downloaded over the Internet, once audio and video streaming technology becomes a reliable source for this material. Provision should be made for customers with laptop computers that do not have wireless capability by locating data outlets adjacent to at least 10% of reader seats, in designated areas.

While it is tempting to assume that public-supplied laptops and similar equipment will reduce the need for the Library in the future to install and maintain as many workstations as it does currently, many Fresno County residents lack the resources to purchase their own equipment. The Library is, and will remain, many residents’ primary source for electronic access. An investment in space to accommodate Library-supplied computers must be assumed through the planning horizon of the current study. While the specific type of equipment that resides on each workstation will change, as technology evolves, the physical space and work surfaces will continue to be needed.

The County Library is considering the eventual implementation of a radio frequency identification circulation and inventory control system for its collections. The building



needs to be designed to facilitate future incorporation of this technology. This will have implications for the design of the main lobby and security control point, the circulation desk area, sorting and returns and other areas of the building. The Library is interested in this technology not only for inventory control and staff efficiency but also to provide the public with collection mapping and wayfinding assistance.

#### F. Programming and Meeting Room Space

The need for spaces in which programs and events can occur and spaces in which groups can meet was the single most frequently requested feature by focus group participants. Author readings, performance space for children's events, programming for Saroyan Society events, Genealogical Society workshops, seminars for small business, literacy training, class visit space, crafts programming and storytelling for toddlers, school-age children and teens, poetry readings for adults and teens, programs sponsored by community organizations – all of these were mentioned, as well as other types of events. A recent survey of college graduates in the 25 to 45 age range who live in the area found that the need for an active, varied arts and cultural life is a high priority. The Library can and should support this need by sponsoring performances and participatory programming aimed at adults. The Arts and Cultural District focus group mentioned the need for multiple and varied programming venues as one of its highest priorities.

The Library needs to provide multiple programming and meeting room spaces, for events with large, medium and small audiences. A variety of meeting spaces is needed to accommodate the wide range of activities and events. These needs are summarized below.

A fixed-seat auditorium is needed, with a raised stage and sloped floor, to accommodate audiences of 350 people. This space can host Saroyan Society events, lectures by well-known writers and other speakers who will attract large audiences and similar events. If the Library is built in the Arts and Cultural District, this space could be used collaboratively with other cultural institutions, perhaps under an arrangement that would defray operating expenses. The auditorium needs lobby space apart from the main building lobby, a projection/control room and a small green room for performers, as well as AV, cable TV and digital systems that would support video and data projection.

There is also need for flexible, multipurpose meeting rooms, furnished with movable, stacking chairs and movable tables. Each of these rooms needs video and digital data projection equipment, including ceiling-mounted video projection equipment. The auditorium and meeting rooms complex should be designed so that performances in one space can be projected on video screens in the other spaces, so that audiences larger than 350 may be accommodated. The auditorium and meeting room complex must be designed with building security in mind, and kept isolated from the rest of the Library so that participants in programs scheduled before or after Library operational hours cannot wander into other parts of the Library.

The following additional meeting rooms are recommended:

- One large meeting room that seats 250 adults when the chairs are arranged in auditorium style with a center aisle.

- Two mid-size meeting rooms, each capable of seating 50 adults when the seats are arranged in auditorium style. These rooms should also accommodate groups of 24 to 30, seated at tables in a classroom arrangement. The large and mid-size meeting rooms need a shared catering kitchen and generous storage space for tables, chairs and AV equipment.
- Two conference rooms are needed, each capable of seating as many as 24 adults, around conference tables grouped in the center of the room. These rooms will support a wide variety of uses, including literacy program trainings, smaller teen events, Genealogical Society Board and Committee meetings, adult learner seminars and community group meetings.
- A children's program room is needed, with carpeted floor seating that will accommodate 75 children and their parents. Storytelling programs and other events for children will take place here. Larger children's programs will take place in the mid-size or large meeting rooms. This space will also accommodate classes that visit the Library, to provide a place for Library staff to speak with the students at the beginning or end of their tour.
- Children's Services also needs dedicated space for crafts programs and similar events that involve "wet" materials, such as clay or papier-mâché. The space should have hard flooring and interior finishes that can be easily cleaned.
- A teen program room is needed to support programming and meetings aimed at this age group, for groups of as many as 100 teens.

The Library intends to emphasize poetry and other forms of creative expression in its future programming, and wants to provide a space that is especially conducive to poetry readings, apart from the auditorium, which will be larger than what is appropriate for this type of event. An open access reading area, preferably close to the print poetry collection, is highly desirable, for these events. The space should be furnished with approximately 20 to 24 lounge seats that can be easily rearranged to face a speaker. After the program has concluded, the area would be restored to its normal seating arrangement.

Approximately 1,500 square feet of flexible exhibit gallery space is needed, along with adjacent lockable storage, to support exhibits that complement the programming that will occur in the auditorium and various meeting rooms. The space needs to be easily accessible by the public but easily secured when the gallery is closed. Adjacent storage space is required as well as proximity to the building's staff/delivery elevator. The space must be designed so that non-Library staff can put up and take down exhibits. The Library will not curate exhibits.

#### G. Staff Offices, Workstations and Visual Supervision

The new Central Library will need 297 staff (268.0 estimated full-time equivalents) to support the services provided in that facility - 150 staff (97.05 estimated full-time equivalents) dedicated to direct public service and 147 staff (136.50 estimated full-time equivalents) to system-wide support services. This represents a 55.6% increase in full-

time equivalent staffing from the current Central Library staffing. The reasons for the increase are summarized below.

Several services that have been relocated to branch libraries because the current Central Library space cannot accommodate them will be returned to the Central Library facility. These services are the Talking Book Library, the Adult Literacy program, the system delivery hub and transfer point, the Volunteer Coordinator and the Community Bookmobile.

The Library is planning to continue to develop its online resources, to provide the public with the opportunity to find the books and information they need, book a computer on their own, conduct their own research and perform any number of other tasks without staff intervention. This will reduce the number of staff needed to provide direct assistance to the public while they are in the building. The new building, on the other hand, will be approximately four times as large as the existing Central Library, spread over almost twice the number of floors. Service desks will be needed on each public level, to facilitate public service and to ensure a safe, secure environment. Reference and Information Services staff will be distributed on three floors of the building, stationed at service desks that are smaller than the desks in use at the current building. The greater number of public access floors, however, means that the number of reference staff will remain approximately at the current level.

Circulation is expected to increase significantly in the new building. The Library will use self-service strategies to handle as much as possible of the additional circulation workload. This will include self-service checkout equipment that will handle 75% of the Library's circulation transactions. Patron reserves will be placed in open access to allow the public to find and check out the materials they reserve without staff assistance. Automated check-in and sorting equipment will be used to process books and other materials as they are returned from circulation. This equipment will sort Central Library materials and materials to be returned to branch libraries through the system delivery service.

Even with these resources, additional staff will be needed to handle the increased amount of shelving required, especially during the initial year of operation, when circulation is expected to increase by 50% to 100%. The Library needs to develop plans for this time period, including contingency plans to accommodate peak-use periods that may exceed the anticipated increases in business. Cadres of support services and branch library staff, as well as volunteers should be recruited and trained as back-up shelvers. Management and organization of the shelving staff should be reviewed, with consideration given to a more centralized structure, with a building-wide shelving coordinator and shelving supervisors on each floor. The Library's major vendors should be enlisted to participate in pre-opening planning and asked to be available on-site before, during and immediately following opening day. A universal orientation and training program open to all Library staff should be developed, to acquaint all staff with the new building's features, protocols and equipment. Planning needs to incorporate strategies to deal with staff stress and exhaustion, which will inevitably follow in the wake of move-in and opening activities. The building commissioning process needs to include detailed planning for this phase of the project.

The new building will provide services and features that are new, among them a series of meeting rooms and similar spaces that will be used both for Library programming and

for community events. Staff will be needed to support this use, which is intended to produce revenue through meeting room rentals and after-hours space rental for special events.

Central Library service management is currently distributed among the Library Managers. The Support Services Manager, for example, supervises materials circulation at the Central Library; the Adult Services Manager supervises collection development of the circulating book and media collections and the California History and Genealogy Room; the Reference Services Manager supervises reference services and the Doris Gates Children’s Room; the Youth Services Manager oversees the Teen Space. These Managers have numerous additional responsibilities, as well.

The Library will need to create a new senior-level position for a Central Library Manager, whose responsibility will be to oversee all direct public service operations of the Central Library. This person will ensure that service levels throughout the building are at a consistently high level, that staff assigned to each service provides service in accordance with the County Library service mission and goals and in coordination with branch libraries and the Library system overall. The relationship of this position to the Library management team must be reviewed and determined well in advance, to allow for thoughtful reevaluation of all Managers’ responsibilities.

Additional staff will be needed to coordinate programming and exhibits within the building and to manage the meeting room facilities.

Responsibility for reshelving library books and media is currently distributed among Central Library work units, with relatively little interdepartmental coordination. In the new Library, effective coordination of sorting and reshelving will be of paramount importance to the success of the facility. The amount of materials in circulation will increase dramatically. As this material returns to the building, it must be quickly and efficiently checked in and returned to its location. The County Library intends to take advantage of recent technological advances that are being applied to materials handling in libraries to support this end. In addition, the Library needs to develop strategies that will make the most of its shelving workforce. A building-wide shelving coordinator will be needed, as well as shelving supervisors on each floor, to manage the ongoing operation of this extremely time-sensitive function.

Table 4.19  
New Library Projected Administrative Divisions<sup>25</sup>

Division	Number of Staff	Full-Time Equivalent Staff
Administration	60	60
Business Office/Human Resources	18	17.5
Support Services	70	61
Adult Services	39	32
Reference Services	53	45.5
Youth Services	30	28
Community Libraries	28	26
Total	298	270

Source: Fresno County Library

Volunteers help the County Library in many ways – book sale volunteers, genealogy assistance, storytelling and literacy tutoring are only a few of the roles that volunteers

<sup>25</sup> See Appendix D for detailed Library staffing needs

play. The Central Library currently utilizes the services of over 50 volunteers. The number of volunteers who will help provide service in the new Library is expected to reach 75 or more, performing many of the same tasks they perform now as well as taking on new roles as bookstore staff, genealogy advisors, shelving assistants, homework helpers, literacy tutors, storytellers and program assistants, building tour guides, “explainers” of new equipment and teen council participants.

The County Library needs to explore options for engaging outside vendors to provide specific new services required by the new building. For example, periodic building maintenance tasks, such as re-lamping or window washing, may be managed more cost-effectively through an outsourcing contract than by dependence on regular maintenance staff. Collaboration with other public agencies to provide specific services should also be considered. For example, adult school instructors may be available to teach English as a Second Language classes.

Maintenance staff lack appropriate storage space for needed maintenance equipment and supplies or for surplus furniture or equipment. Areas of the Central Library basement level have been allocated to the Maintenance staff, for office, work space and storage. The elevators in the building are sized for public use and cannot easily accommodate large or heavy items that need to be moved between floors. All deliveries that flow from Support Services must be taken from the second floor to the loading dock by elevator.

The storage space in the Central Library basement is inadequate for the Library’s needs.

#### H. Other Service Needs

##### 1. Return of Circulating Material

The Library needs an exterior materials return drop-off point that a) is available 24 hours per day, b) customers can access without leaving their vehicles and c) connects directly to an automated check-in and sorting system that is located within the building. If such an arrangement is not feasible on the site, a generous number of short-term parking spaces is needed adjacent to the exterior drop-off point.

##### 2. Exhibit and Display Space

Space is needed to enable the Library to display materials from its own collections, items on loan from community groups and organizations, cultural institutions and traveling exhibits. Exhibit space and casework must be designed and fabricated to provide appropriate environmental conditions for items printed on paper as well as for art and artifacts in a wide range of media. Exhibits must be physically secure, as well, and vandal-resistant. Exhibit areas should include:

- Formal, dedicated exhibit gallery space that is a destination point within the building, capable of being secured, as needed, when not in use.
- Informal exhibit and display areas in the main public lobby and on each floor, to accommodate freestanding exhibits, either prepared by the Library or borrowed from other institutions.

- Book and media retail display cabinets in the Browsing/Marketplace area and in other service departments, such as Children's, Teens, World Languages, Adult Fiction, Nonfiction and California History and Genealogy.
- Stack-end display, using slatwall and Plexiglas, throughout the building.

### 3. Talking Book Library

The Talking Book Library serves blind and visually handicapped people in a four-county region, from its location at the Ted C. Willis Community Center in central Fresno. The current facility is filled to capacity and cannot accommodate increases in the collection nor adequate workspace for staff and volunteers. The facility cannot support the anticipated transition to duplication-on-demand that is being planned by the National Library for the Blind. A distribution system that combines mass duplication of pre-recorded tapes and CDs and digitally reproduced recordings that will be stored on digital servers and loaded onto flash memory cartridges and mailed to patrons is being designed and tested. Finally, visually impaired individuals would like to utilize the entire spectrum of Central Library services, not just the Talking Book collection. This services needs to be located at the Central Library to allow its audience effective access to the larger collections, to programming and to the diverse technology available there.

### 4. Parking

Ample, free or low-cost, convenient parking for both short-term and long-term use, in a simple, well-organized layout is an essential service need for the new Central Library. Many visitors will drive to the Library, often traveling from distant points throughout the County. Many county residents perceive downtown Fresno's urban grid as confusing and difficult to navigate. The public must find vehicular access to the new Library easy to use if the new Central Library is to be successful.

## V. Service Limitations of the Existing Library

### A. Overview and Executive Summary

The existing Central Library, a 46-year-old facility of 80,400 square feet, is grossly undersized to meet community need. It lacks the infrastructure and flexibility to support the Library's technology requirements. Moreover, constant use of the facility and its interiors for close to five decades has given the facility a worn, tired appearance.

The facility's lack of space is its overarching service constraint. This limitation presents continuous obstacles to effective service delivery. Services and collections cannot be developed to the appropriate size. Other services have to be relocated to make room for essential building functions. Materials are withdrawn from the collection even though still useful. Seating has been sacrificed to provide more shelving. Public access computer access is capped far below the needed level. Staff and volunteer workspaces are squeezed into densely packed and sometimes inappropriate locations, often with inadequate lighting and ventilation. Space zones that accommodate different activity levels cannot be maintained due to lack of space. Large portions of the collection are shelved in inaccessible storage. Some collections are shelved in fragmented and confusing arrangements due to lack of space. Programs and public events that attract substantial audiences must be held off-site. Existing meeting room space is accessible through a circuitous path of travel that is confusing to the public.

The facility has three levels, a basement, a ground level and a second floor. The ground floor is dedicated to public services with limited staff workspaces located adjacent to service desks. The second floor was originally dedicated to staff workspace, and has been reconfigured over time to accommodate public service areas. This conversion has been accomplished using movable office partitions and other elements that lack effective acoustical separation. Noise spillage between staff and public areas occurs throughout the building, as well as crowded, inefficient and illogically placed staff work spaces.

Over time, as space constraints have become more severe, the Library has moved services off-site to relieve space pressure on the Central Library facility. Some of these relocations have had a negative impact on library service. The Library system delivery operation, for example, which transports many thousands of books and other requested items to each branch library, was moved to the Sunnyside Branch in 2001 to create space for expansion of the California History and Genealogy Department. Since the new site could accommodate only the delivery sorting space, the relocation in effect split the delivery operation in two. Drivers must first pack their vehicles at the Sunnyside hub, then drive to the Central Library to pick up mail and other materials that have been delivered to that location. This process generally adds a day to the time required to deliver items to branches.

Over the past decade, the following services have been transferred out of the existing Central Library due to space reasons:

- Talking Books Library to Ted C. Wills Community Center
- Literacy Program to 521 West Dakota Avenue, Fresno
- Volunteer Coordinator to Sunnyside Branch Library
- Delivery sorting and transfer point to Sunnyside Branch Library

- Community Bookmobile service to Sunnyside
- California History and Genealogy to Senior Resources Center (currently under consideration)

Over time, the Library interior spaces have been reconfigured numerous times. New services have been created and existing services have been reorganized and relocated. Some of these changes have resulted in attractive, well-used spaces, such as the new Teens Area inserted into the Fiction and Genre collections on the first floor. Others have forged important new service alliances, such as the unified California History and Genealogy Department on the second floor. Other changes have been less successful. The audiovisual media collection for adults is an extremely popular service in high demand. It is shelved in three different locations, however, due to shelving constraints and security issues. Patrons who do not know where each format is shelved often leave without discovering the full extent of the media collection. Even the California History and Genealogy Room, a very successful and valued service, suffers from the restrictions created by the existing facility – the collections are split into several disparate units, each in a separate shelving sequence, with less than desirable security, creating more work for staff and limiting accessibility. Overall, public wayfinding through the building is confusing and air quality and lighting levels are compromised.

The Children’s Department (the Doris Gates Room, named for a former librarian who published several children’s books during the 1950s through the 1970s), works well as a visible, protected space for children and their families. The space is at capacity, however, and “landlocked” within its current space and cannot grow to meet increasing demand.

## B. Collections and Shelving

Shelving for the collections is at capacity throughout the building. The open access book collection is weeded continuously to create shelf space for new acquisitions. For each new book added, a book already in the collection must be displaced, either to the closed stacks in the basement or withdrawn from the collection.

The Library’s “secondary collection” of older, less used fiction and nonfiction takes up much of the basement as does the retrospective reference collection, government documents and periodical back files. Several blocks of compact stack ranges have been installed in the basement over the past twenty years to augment shelving capacity. As the basement shelving capacity has grown, an increasing percentage of the Central Library collection has become physically inaccessible to the public. While most of the items stored in the basement are included in the online catalog, bibliographic records for over 11,000 items are not available. These items are essentially inaccessible.

The Central Library’s media collections – videos, DVDs, compact discs, books on tape and on CD – are growing



Book shelves at 100% capacity



AV media shelving



rapidly and are in high demand. Shelving for these collections is also at capacity. The collection size can grow only marginally due to lack of available shelving.



Audio book  
collection

Videos and DVDs are the highest-circulating category of materials in the facility. The video collection shelving is 100% full. The only option available to increase shelving is to replace the existing mid-height display units with full-height shelving, a decision the Library is reluctant to make. DVDs are held behind the circulation desk for security reasons. Additional shelving for this collection cannot be found. Audio books are shelved in a remote area, adjacent to the Reader Services Desk, because available shelving was found at that location. It is also at capacity.

The children's collection cannot grow appreciably beyond its current size due to space and shelving limits. Older titles that staff identifies for retention are moved to the basement closed shelving. Children's media are displayed on various shelving units within the Doris Gates Room. This collection's growth is also constrained by severe space limitations.

The new Teen Area is very popular and staff would like to increase the scope of the teen book and media collection. Space for this new service is limited, however, and cannot expand unless the Fiction or Genre areas are further reduced. The Teen Area has been wedged in between these two collections and requires more separation from them, to provide an acoustical buffer and to give teens a more pronounced sense of ownership of their space.

The adult reference collection on the first floor fills every shelf available. The reference stacks are uniformly full-height shelving units in a dense, maze-like shelving configuration. Older items retained for reference value are relocated to the basement compact shelving.

The Library is expanding the Central Library World Languages collection, despite space and shelving limitations, increasing both the number of languages collected and the size of major language collections. Older material is being weeded to create shelf space and to update and refresh the collection. Collection expansion will be limited, however, by the lack of available space, even though this is one of the most in-demand collections in the Central Library. Unless shelving is reallocated from the English language collection, there is simply no place for the World Languages collection to expand.

The packed shelves at the Central Library deter browsing and make the collections even more inaccessible. Staff has created a small "new books" display area adjacent to the Circulation Desk with several pieces of wooden shelving. The area does not have a strong visual identity, however, and tends to be overlooked. A much larger and more effective browsing area is needed, both for new materials and for highlighting interesting items from the collection.



New book browsing area

The periodical and newspaper collections are virtually invisible, the back files shelved in the basement and only a portion of the current subscriptions shelved in a small reading area on the first floor. Space constraints have forced the use of standard wooden shelves, modified to hold current periodical issues, instead of face-out slanted display shelves. The shelving arrangement prevents browsing of periodical covers, in an area that is not welcoming to the general public.

The California History and Genealogy collection is shelved in several disparate areas of the second floor and the basement. The second floor shelving is completely full. The staff workrooms are filled with materials that cannot be shelved – books, photos, maps and other items waiting to be added to the collection – stacked on book trucks, worktables and the floor. Every available square foot of horizontal surface in the staff work areas is in use, creating a congested, chaotic, difficult work environment



California History  
workroom

### C. Reader and Study Seating

The Central Library currently has the capacity to seat 204 people when every seat in the public area is in use. A walk through the building reveals several factors that keep visitors from actually using all the seats available. In the Reference area, people who have signed up for a computer sit at study tables to wait their turn. Seating in the Periodical Browsing



area is a tightly spaced alcove that has been carved out of staff work space and the main circulation space of the building's first floor. It offers a somewhat claustrophobic seating environment that visitors tend to avoid. A dedicated space, set off from the main public area, is required for visitors who wish to read magazines and newspapers in a quiet setting.

Periodical browsing area

The Career Center seats are often in use by newspaper readers. Adults gravitate to Teen Area seats, the only lounge chairs available except those in the Periodical Browsing area. The California History and Genealogy department is open fewer hours than the rest of the Library.



Teen space seating

Although additional seating is needed in each public space, no space is available to fit in more table and chairs. There are no quiet study areas nor are there any acoustically enclosed small group study rooms. On a daily basis, small groups use the study tables in World Languages and in Fiction to work together, at the expense of individuals who need space for silent study.

Lounge seating is virtually non-existent. Nine lounge seats are available, five in the Periodical Browsing area and four in the Teen area.

Parent/child reading areas with comfortable, generous lounge or window seats are needed in the children's area.

The adult nonfiction collection has no seating whatsoever. All space in this section of the facility has been devoted to shelving.

#### D. Staff Offices, Workstations, Visual Supervision

The facility's first floor has two public entrances, facing each other on the north and south side of the building. The Circulation Desk is located between these entrances, along the main path of travel. This desk is the only visible service point from the south entrance and the most prominent desk from the north entrance. Library visitors frequently approach the Circulation Desk for assistance because of its location, and must be referred to the Reference Desk or the Reader Services Desk, located elsewhere on the first floor.



Circulation desk

Wayfinding is not intuitive on the first floor. The World Languages area has no visual relationship to the Reference Desk. In recent months, the Spanish Language librarian has tested the need for a service point in this area, sitting at a "welcome table" in the area during afternoon hours. Many Spanish-speaking patrons approach the librarian while he is there to ask for help.

Reference staff has no line of sight into the circulating collection or into the reference collection stacks. Staff at the Reference Desk and the Reader Service Desk cannot effectively assist visitors find titles in the fiction collection.

There is no line of sight between the Circulation Desk and the other first floor service desks. Staff refers patrons between desks without being able to confirm how many people are already being helped.

The staff workspace boundaries have been created from freestanding shelving units and assorted furniture. No acoustical barrier separates staff and public spaces. Conversations within staff space spills out into the public space, adding to the ambient noise levels and sometimes causing irritation for the public. Circulation staff sort materials that return from circulation at shelves and book trucks in the public area. When sorting activity backs up, this area becomes congested and unsightly.



Wall created with filing cabinets

The function of the Reader Services Desk has evolved over the years. Its current role within the Library is somewhat ambiguous. In the past, the principal duty of the staff at that desk was to retrieve periodical and newspaper issues from closed storage. Reader Services staff still



performs that task, although they now devote more of their time to managing the word processing computers located nearby and to oversight of the computer lab on the second floor.

The Circulation Desk lacks wheelchair access on the public side of the counter. The desk's L-shape configuration allows the public to view other patrons' records as they are displayed on the Circulation Desk computers. A range of 45" shelving is used as a queuing device in front of the desk. This unit tends to become a bottleneck as incoming visitors flow through the space from the two public entrances. Children's librarians report that the size and monumentality of the desk often intimidates children.



Sorting area for returned materials

One self checkout machine is placed opposite the Circulation Desk, facing the counter. Its location is too remote for staff to effectively assist the public with its use. If someone has a problem using the equipment, he or she must get into the Circulation Desk queue to ask for help. Not surprisingly, use of the self checkout equipment is low. In 2004, only 2.9% of the items circulated from the Central Library were checked out using self checkout.

The Children's Services Desk is well located within the Doris Gates Room for visual control of the public space and is easily seen from the entrance to the room.

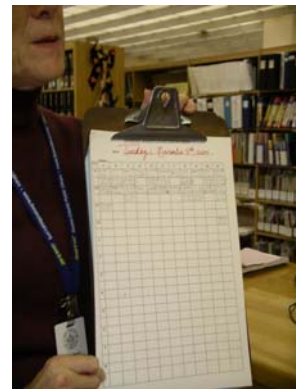
### E. Technology



Public computers

Fifty-four public access computers are available in the existing Central Library, 20 in a computer lab and 34 in open access areas. This equipment is in constant use during open hours. Library visitors stream into the facility when it opens to sign up for the Internet computers in Reference and word processing computers in Reader Services. People wait their turn for computer access throughout the facility. Reference staff manages the use of the Internet computers.

They negotiate appointments, call individuals when a computer becomes available and handle many questions about computer use as part of their service desk assignment. The computer lab equipment is in constant use during the 51 hours it is open each week.



Computer sign-up sheet

The word processing computers are located against a wall on which a major artwork hangs, partly obscuring it, because no other location could be found for this equipment.



Word processing computers and artwork

Many more computers are needed to match community demand – for Internet and email access, student research and word processing. The facility, however, is stretched to its limit to support the 54 existing public computers as well as the computers located in staff work areas and at service desks. There is no available space for an expanded computer lab or for additional public computers nor can the building’s electrical system support additional workstations. The facility does not offer electrical outlets at study tables for laptop computer plug-in nor is the building wireless enabled.

The six computers in Children’s Services are usually in use. Two of the six workstations are located behind a column that blocks staff line of sight from the service desk. Additional workstations are needed here for children and their parents but space is not available.



Children’s computers

Space constraints in the Circulation Desk area inhibit installation of additional self checkout equipment or more effective placement of the one existing self check-out machine. The existing library does not have the space to support automated materials check-in and sorting equipment of any kind.

The computer lab was created on the second floor using freestanding shelving and other movable furniture. No sound enclosure separates the room from the staff workspaces that surround it. Noise spillage between public and staff areas is ongoing, an issue that is very noticeable and distracting to those attending training sessions in the lab.

Reader Services staff manage the computer lab sign-up process. On an hourly basis, computer lab participants gather in the public space adjacent to the Desk and then are escorted as a group to the lab. This group is often 15 to 20 people and can be disruptive as it moves through the public space.

#### F. Programming and Meeting Room Spaces

The existing facility has one meeting room that can be used for public programming, the Sarah McCardle Room, which is 2,025 square feet and located on the Library’s second floor. The public can reach the room from a secondary public entrance on N Street, which is usually kept locked, and through a corridor that leads from the main public stairs and elevator. This second route travels through staff workspace to the McCardle Room lobby and provides the only route to the single handicapped accessible restroom on the second floor. This is especially problematic for California History and Genealogy customers, who are often seniors with limited mobility. There is also a staff entrance to the room from the Library Business Office.

Access to the McCardle Room is tortuous, leading through several internal doorways. The N Street entrance to the McCardle Room is generally kept locked, for security reasons, leaving the corridor from the elevator and main stairs as the primary access to

the space. People who attend programs in the McCardle Room for the first time often have difficulty finding their way to the space. Before programs, staff will post signs to guide attendees, or will stand at the public entrance to give directions.

The McCardle Room location also serves as a venue for children's programming, for events with audiences too large for the Doris Gates Room. Stairs provide the only direct access between these spaces. Groups of children must be brought upstairs from the children's area, which can be disruptive.

The McCardle Room lacks the audiovisual and digital projection equipment that is typically found in modern meeting rooms, limiting the effectiveness of classes that are held in the space.

In 2004, the Fire Marshal restricted occupancy of the McCardle Room to 49 people due of the lack of a second exit. Since then, programs at the Central Library have been limited to events with an anticipated audience of 49 or fewer people. Programs that have the potential to draw larger audiences must be scheduled at other locations. Programming for all age groups has been negatively affected, including the growing teen services program, the Summer Reading Program and local history programs.

Storytelling programs and other events for children and their families are conducted in the children's room, for groups of 10 to 15. Space carved out of the stacks for this purpose has been carpeted to allow children to sit on the floor during programs. There is no dedicated, acoustically separate space for children's programming, however, other than the McCardle Room.

## G. Special Purpose Spaces

### 1. Display and Exhibit Space



Maps hanging on shelving units

Display and exhibit space is severely limited throughout the facility. Two glass-enclosed exhibit cases on either side of the north-facing public entrance, one glass-top display table adjacent to the children's area entrance and several glass-topped table units are the only dedicated display spaces in the building. There is one bulletin board located near the south entrance to post announcements of community events.

Dedicated space for posting publicity for upcoming Library events is limited.



Display board

## 2. Public Restrooms

The public restrooms are small, rather worn spaces, with poor lighting. Both men's and women's restrooms open directly onto a main circulation path on the building's first floor with no modesty screen at the entrance. ADA modifications have been made to the restrooms but all dimensions are not within current ADA compliance standards.

## 3. Outreach Services

The Talking Books Library and Literacy Program have been relocated offsite to relieve space pressure at the Central Library. In so doing, the people served by these programs are deprived of access to the richness of the Central Library collection, since they are less likely than the general public to use multiple libraries and cannot use the Library together with their family.

## VI. Physical Limitations of the Existing Library

### A. Executive Summary

The existing 80,400 square foot facility opened in 1959. The building framing system is cast concrete based on a 22' x 22' bay grid with a 10" flat slab floor. There are three levels, a basement, main floor at grade and a second floor.



Building entrance

In 2004, the City of Fresno Fire Prevention Bureau issued a 28-item deficiencies citation to the Library that identified numerous health and safety issues in existence at the Central Library. Also in 2004, the County Library commissioned a study to identify options for improving preservation of the Central Library collections, which include providing appropriate environmental conditions for storing historical documents. The Library has taken action to respond to the fire safety citation, restricting occupancy levels in the meeting room, reconfiguring exiting and implementing other measures to achieve code compliance.

### B. Structural

The building mechanical and electrical systems have been reasonably well maintained over time. Even so, the equipment is almost fifty years old and has outlived its useful life. Wall air conditioners have been installed to provide adequate cooling within specific areas of the building. Office and workspaces have insufficient electrical outlets for the occupancy loads; staff routinely uses power strips to plug in devices they use at their desks. Electrical breakers in use in the building's breaker boxes are often difficult to replace. Floor drains are antiquated and corroded and need to be replaced.

The following excerpt from a September 14, 2004, report from Interim Director Karen Bosch Cobb to the County Board of Supervisors summarizes the situation:

The building's air conditioning system is approximately 60% of the capacity required for a comparable new building. The existing chiller equipment is water-cooled relaying on circulating well water to provide the final heat transfer. The temperature of the well water was recently measured at 78 degrees, which is too high to efficiently provide the transfer and further reduces the cooling capacity of the equipment. In addition, the chiller uses an older non-compliant refrigerant that is not manufactured (any more), is in limited supply and very expensive when it is available. The filters on the system's fresh air intake are too porous and inefficient to trap the particles and pollens from the outside air.<sup>26</sup>

### C. Energy Conservation

The existing lighting and suspended open cell luminous ceiling system is inefficient in its energy consumption and light delivery and needs to be replaced by more efficient light

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<sup>26</sup> September 14, 2004, memo from Karen Bosch Cobb to Board of Supervisors, Subject: City of Fresno Fire Prevention Bureau Citation Corrections and Renovation of Special Collections for Document Preservation at the Main Library, 2420 Mariposa St.



fixtures. Existing mechanical and electrical systems, if replaced, would operate at higher efficiencies and lower wattages than the current systems achieve.

#### D. Health and Safety

In 2004, the City of Fresno Bureau of Fire Prevention issued a fire inspection citation report containing 28 deficiency items within the building. The report focused on compromised emergency exiting and similar inadequacies, some tied to a flawed exiting path of travel built into the original building design and others tied to internal renovations over time that were made without benefit of proper review. The issues identified include the following:

- The need for a second exit from each side of the McCardle Room with the room divider in place, or the need to remove the room divider (the Library has since removed the divider).
- The need for a one-hour exit corridor on the east side of the McCardle Room.
- The need for panic hardware on the exit door from the McCardle Room reception area into the adjoining cross-corridor.
- The need to provide treatment to the wood frame office partitions on the second floor to meet flame-spread requirements for an office building.
- The need for separation of certain areas from designated exit paths in some areas, and other areas, the need to remove sliding doors in exit hallways (this issue was resolved in 2004).
- The need to reverse various interior door swings, improve exit identification and exit path of travel identification in various locations throughout the building and eliminate a dead end hallway that exceeds 20 feet.
- The need to improve emergency lighting throughout the building and to provide additional fire extinguishers on the first and second floors.
- The need to limit the children's services entry doors' swing to the direction of egress only.
- The need to provide an additional public exit on the west side of the first floor.
- The need to remove storage from exit corridors and from under stair enclosures, remove flammable liquids and limit combustible liquids storage within the building.
- The need for mechanical ventilation in the woodshop, to reduce combustible dusts in the atmosphere.

The building contains asbestos, in a variety of areas, including the fireproofing materials used between the basement and first floor. An exhaust system installed in the basement creates a negative air pressure condition in the plenum above the basement ceiling,

which prevents exfoliating asbestos-containing materials from dispersing into the interior environment. Asbestos in other areas of the building is not friable and does not present a danger to the public or staff. Cleaning of ventilation ducts has been deferred over time, causing build-up of air-borne dust and particulates.

#### E. Disabled Access

The building is in basic compliance with the Americans with Disabilities Act, following upgrades implemented in 1996 to improve public restrooms on the first and second floors, re-grade handicapped ramp slopes and improve the fire alarm system. Some restrooms have not yet been upgraded. A ramp from the parking lot to the south entrance was completed in early 2005.

#### F. Acoustics

The building acoustics are poor. Noise spillage between staff workspaces and public areas occurs on both public floors due to the use of office partitions to separate spaces throughout the building. Interiors are finished in hard floor surfaces in most areas, which add to the ambient noise level. The Teens Area established in 2004 is located between the Genre Collection and Fiction Collection, two areas used for quiet reading. Groups of teens congregate in this area in the afternoon and evening, creating disruption for those who are in adjacent spaces. Groups of children are led from the children's room to the McCardle Room for programs, causing noise and disruption both coming and going. Computer Lab users are led in a group to the second floor from the Reader Services Desk, causing noise and disruption as they go.

#### G. Space Flexibility and Expandability

Over the years, the Library has exploited the facility's open plan interior layout repeatedly to reconfigure space within the building. In the early 1990s, the California History and Genealogy Room was created on the second floor, displacing portions of Support Services. In the late 1990s, the Computer Lab was carved out of staff work space on the second floor, as well. Staff work spaces and special areas such as the Magazine Browsing area were established over time on the first floor. Most recently, an area for teens was created in part of what was the Adult Fiction and Genre Reading area.



The result is a convoluted and difficult to navigate arrangement of services and staff workspaces that confuses the public and erodes staff productivity. The building and its occupants endure poor acoustical separation, inappropriate adjacencies, difficult wayfinding and circuitous paths of travel and poor sightlines.

Support Services receiving area

The building interiors are being utilized to their maximum potential. Additional compact shelving, to supplement the existing basement shelving, could be installed to further increase the shelving capacity of the facility.

Site zoning allows for expansion of the building to the property line and upward expansion to 75' without the need for a Conditional Use Permit. Currently, the site is

landscaped along three sides, which could be sacrificed to expand the building footprint. Expansion to the south would eliminate the existing parking lot.

The building was initially planned to accommodate an additional floor, but changes to the Building Code preclude adding a third floor without substantial additional seismic bracing throughout the perimeter structure.

#### H. Functional Space Relationships

On the first floor, the location of the Reference and Reader Services desks is remote from the Fiction, Genre and Teens areas nor is there line of sight access from these service points into the adult nonfiction collection. The Circulation Desk is positioned to draw most public inquiries, forcing the staff to refer many visitors unnecessarily to other service points. The World Languages collection is physically and visually remote from the Reference Desk.

The McCardle meeting room is remote from the main public entrance and difficult to locate. The Computer Lab is located on another floor from the Reader Services desk, which is the service point that manages this service.

The Teens area is located between two areas designated for quiet reading, causing daily conflicts and disruption.

Support Services is located on the second floor. It is comprised of a half dozen work units that are responsible for purchasing, receiving, cataloging, physically processing and delivering all new materials to all Library service outlets. Support Services is also responsible for computer technology support, both hardware and software, for all Library service outlets. Tens of thousands of books and media items flow through Support Services and the delivery system each month. The current facility impinges significantly on the efficiency and timely delivery of materials and equipment that are essential to Support Services' success. First, space restrictions force staff work areas into cramped, claustrophobic layouts, a condition that is particularly difficult for departments whose work revolves around the physical handling of massive amounts of items. Second, the expansion of the California History and Genealogy Department in 2001 took over the central section of the Support Services work space, forcing a portion of the delivery operation to relocate to a branch library and creating a physical barrier between the two ends of the Division work space. The Finishing-Mending Unit is cut off from the rest of the Division and remote from the receiving area, so that all materials must be moved 50 to 60 feet after they have been processed.

The loading dock and the delivery receiving area are not on the same floor, forcing all deliveries to be brought to the second floor by elevator to be handled.

The system delivery sorting and transfer point was relocated to the Sunnyside Branch when the California History Department was expanded. The rest of the delivery operation (receiving and mail sorting), however, remained at the Central Library. The delivery operation, therefore, is split into two locations and less efficient than it should or could be. Once a day, new materials and mail are delivered to the Sunnyside delivery hub to be included in the next scheduled branch shipment. This two-stage pick-up process usually adds one day to most deliveries.

## I. Site

The existing facility has severely limited parking. There are 28 parking spaces for the public located in a small parking lot directly south of the Library. An additional 14 parking spaces are reserved for official government vehicles, including Library delivery vans and extremely limited staff parking. Parking is free although it is limited to one hour and strictly patrolled by County parking control staff. The parking lot is fully occupied almost every hour that the Library is open. Metered street parking provides 50 parking spaces on Mariposa Street, at the main public entrance to the Library. The street parking costs \$1.00 per hour and is limited to two hours.



Parking lot

Many focus group participants and survey respondents comments on the scarcity of adequate parking at the existing library, citing it as a major reason that they do not use the facility. This situation, coupled with a general public perception that parking in downtown Fresno is expensive and scarce, is a significant deterrent to use of the existing Central Library.

The City of Fresno has adopted a plan to create a pedestrian mall to complement Eaton Plaza directly across the street from the existing library. The block to the north of the Library main entrance currently provides metered surface parking. The Eaton Plaza parking and the street parking along Mariposa Street would be eliminated. The City parking lot behind the Library's small parking area would be developed, all of which would exacerbate the existing parking deficit.

## J. Technology Infrastructure

The wiring and cabling used within the building has been added over time in a piecemeal fashion, as the Library has introduced new technology-based services. This has resulted in a combination of different wiring types, some of which were installed more than fifteen years ago. Some parts of the wiring are obsolete (the oldest is referenced at the cat3 standard). The building's networking layout was created while the Library was operating on the County-wide area network, so that data connections travel between the VLAN room and the server room. This layout is inefficient now that the Library has separated from the County WAN, but for cost reasons, it has not been modified.

Hubs have been added to the network layout on an ad hoc basis, as more computers have been installed, since funds have not been available to systematically analyze and reevaluate the network design. This has degraded the capabilities of the equipment connected to the network through the hubs. Equipment throughout the building varies in age and capability, which causes conflicts within the network and slows network response time. Since the equipment is needed for staff to perform their work, the Library is forced to keep using the equipment.

There is a lack of direct access on each floor to that network closets that serve that floor. Space constraints have separated system network staff in the basement from the server room, on the second floor. Network equipment that should be located adjacent to each other must be placed in different locations due to space limitations. The server room lacks built-in power conditioning and surge suppression, environmental controls for the room are inadequate and there is no room for expansion.

VII. Space Needs Assessment

A. Introduction and Spaces Summary

To meet the library service needs of the Fresno County service population through the year 2040, the Central Library facility will need to provide 329,225 square feet of building space, organized on five floors. The estimated square footage of each floor is summarized below.

Table 7.1  
Estimated Square Footage Summary

Level	Net Assignable Square Feet
Fourth Floor	44,586
Third Floor	39,963
Second Floor	41,355
First Floor	55,501
Lower Level	33,756
Total Net Assignable Square Feet	215,160
Gross Square Feet (at 65% net/gross)	329,225

A space-by-space summary of square footages is included as *Appendix C*. The square footage allocations upon which the space needs summary is based are described below.

B. Collections and Shelving

The Central Library shelving needs are based on the assumption that collections will be housed on standard, steel-frame shelving of various heights – 84”, 78”, 66” and 45” – with all shelving sections a standard three feet in length. Shelving aisle widths are assumed to be 42” wide generally, with some high-use areas requiring 48” wide aisles. Each single-sided shelving section is allocated 10.3 square feet where the aisle width is 42” wide and 11.25 square feet where the aisle is 48” wide. Compact shelving has been allocated 6 square feet per single-sided section.

Browsing collection shelving is assumed to be retail-type merchandising display units, generally 3’ wide by 5’ long. These are allocated 50 square feet for a double-sided unit. Examples of successful display shelving cabinets are found in *Appendix E*.

Assumptions regarding the number of items per linear foot of shelving and per shelving unit vary by type of material, height of the unit and type of shelving. See *Appendix B1: Fresno Central Library Collection Growth Plan* and *Appendix B2: Fresno Central Library Collection and Shelving Needs* for a detailed summary of the collection allocations and shelving assumptions.

C. Reader and Study Seating

Most types of public seating have been allocated 38 square feet per seat. This allocation takes into consideration the space allocations for various seating types recommended in Building Blocks for Planning Functional Library Space, a standard guide published by the American Library Association. It also incorporates that consulting team’s experience planning spaces for large public libraries.

See *Appendix B3: Fresno Central Library Reader Seating Needs* for a detailed summary of the seating allocations for the Central Library.

#### D. Technology

Public access computers at sit-down workstations and microfilm reader/printers have been allocated 38 square feet per workstation. Computers at stack ends have been allocated 16 square feet per unit. Self check-out machines and photocopy machines have been allocated 45 square feet. Public access printers and print release and payment stations have been allocated 28 square feet each. Space for receipt printers at stack-end computers is included in the computer allocation.

See *Appendix B4: Fresno Central Library Computers and Other Public Equipment Needs* for a detailed summary of the public computer allocations for the Central Library.

#### E. Staff Offices and Workstations

Staff offices and workstations need to be sized in accordance with Fresno County employee workstation standards. Each Library Manager and Lead Supervisor will need private office space, to perform his or her tasks, which often require privacy and acoustical enclosure for personnel discussions, planning service improvements, preparing reports or analysis of statistics. Each Manager's office has been allocated 135 square feet of assignable space (approximately 10.5' x 13'), with space for a desk and return, modular file drawers, a task chair, two guest chairs and two sections of shelving. Supervisors' offices have been allocated 110 square feet.

Librarians and staff analysts will need desk work space in enclosed staff work areas at modular office system furniture modules that are approximately 9' x 10' (90 square feet). Library assistants, technicians and similar staff will need desk work space in enclosed staff work areas at modular office landscape modules that are approximately 8' x 8' (56 to 72 square feet). Some support staff will need slightly larger workstations, at 8' x 10' to 9' x 10', to perform tasks that are space-intensive, such as Support Services, Technical Support, Graphics and Periodicals check-in staff.

Some library assistants, office aides and similar staff will need work counter stations, 6' x 6', for their off-desk duties. These can be either modular office landscaping or wall-mounted work counters. These workstations have each been allocated 40 square feet of assignable space.

Some staff will need a worktable instead of a desk to perform their duties. Examples include the Finishing-Mending staff in Support Services and the Genealogy periodicals binder/mender. These workstations are assumed to be 8' x 3' have been allocated 60 square feet of assignable space.

Many staff will work primarily at service desks, in the Sorting Area or in the books stacks. These employees will not need an assigned workspace but must have access to a work counter on occasion. Shared workstations have been located in selected staff work areas for this reason, with square feet allocated in accordance with the dimensions outlined above.

The County Librarian and Associate County Librarian offices have been allocated additional square footage to accommodate the need for small group meetings that will take place in these offices on a regular basis.

## F. Programming and Meeting Room Spaces

Programming and meeting rooms have been allocated space based on the type of seating intended for each space. The Auditorium will have 350 fixed, upholstered seats installed on a sloping floor. These seats have each been allocated 12.5 square feet, to account for aisles and walkway access on all four sides of the seating block.

The Large Meeting Room and the two Mid-Size Meeting Rooms will be multipurpose rooms with flat floors, intended for flexible use. They will utilize stacking chairs and lightweight folding tables that can be configured in many ways, from auditorium-style to classroom seating to break-out session clusters. The Large Meeting Room needs to accommodate 250 people seated in an auditorium-style seating arrangement. For space allocation purposes, each seat in the Large Meeting Room has been allocated 14 square feet. The Mid-Size Meeting Rooms will need to accommodate 50 people in auditorium-style seating (or 32 people in classroom-style seating). These seats have been allocated 15 square feet each for auditorium-style seating and a more generous 27.5 square feet per seat for the classroom-style seating.

The Children's Program Room is intended to accommodate 75 children and their parents, using carpeted floor seating and window seats. Each "seat" in this space has been allocated 10 square feet of assignable space. The adjacent Children's Activity and Crafts Room will utilize stacking chairs and folding tables for groups of up to 45 children participating in crafts activities. These seats have each been allocated 15 square feet.

The Teen Program Room needs seating for 100 people and is allocated 11 square feet per seat.

The Group Study Rooms will be used by groups of 6 to 8 people for meetings of all types. Each seat in these rooms has been allocated 20 square feet of assignable space.

Square footage allocations for meeting rooms are based on current space planning best practices and have been tested against actual space layouts of recently constructed libraries.

## G. Site Issues

### Parking

A total of 576 to 659 parking spaces for the public is recommended for the new Central Library. Half of the parking spaces will be located in a multi-level parking structure adjacent to the building, the balance in a surface parking lot within one block from the building. Eighty-percent of the parking will be for the public and twenty-percent for Library staff. Additional street parking for public and staff will be available on adjacent streets.

This parking capacity will provide 1.75 to 2.0 parking spaces for every 1,000 square feet of building. It was developed following the review of parking capacities at recently opened central libraries in other communities on similar sites, including Phoenix, Arizona, and Memphis, Tennessee. Library delivery and service vehicles will also require parking space for a total of 26 vehicles, some of which are trucks, vans and bookmobiles.



## H. Non-Assignable Spaces

A five-level building of 329,225 gross square feet is recommended to house the new Central Library. A 65% efficiency ratio is assumed for the building – providing 215,160 net assignable square feet to be used for public spaces, seating, shelving, computers, meeting rooms, service desks and staff work areas. Thirty-five percent of the gross square footage (114,065 square feet) has been set aside as non-assignable space. This square footage includes:

- Space to accommodate the building's mechanical, electrical and telecommunications systems
- Public and staff restrooms
- Egress stairs and passageways
- Vertical transportation (elevators, escalators and stairs)
- Circulation space throughout the facility, beyond the circulation space included in each item's square footage allocation
- Storage areas not included in the assignable space
- Wall thicknesses
- Any other elements of the building not listed in the Space Needs Summary, *Appendix C*, as one of the building's assignable spaces.

The net-to-gross square footage ratio used is based on the consultants' experience and knowledge of net-to-gross efficiencies achieved in the design of recent similar projects and has been confirmed by the design architects.

## I. Administrative Services Center Option

The County needs to consider locating certain countywide service functions off-site, as an option to reduce square footage in the new Central Library without diminishing service levels. Some large metropolitan libraries choose to create an administrative services center in a location separate from their Central Library, including functions such as acquisitions, cataloging, and processing of materials, automation and technical support, system delivery, bookmobile services and administrative offices that serve the Library system as a whole. With careful planning, such a center can effectively support the Library system, reduce the construction and operating costs of the Central Library and help maintain institutional balance between the branch library and central library services. Critical issues to consider are:

- The location of the Center must provide convenient transportation access from all parts of the service area, and convenient access to major highways and regional transportation routes.
- The functions and offices located at the Center should include all work units that need to work closely together. Related functions should not be split between the Center and the Central Library.
- Space at the Center must be allocated appropriately, using the square footages developed through a needs assessment process. The table below summarizes

the space required to locate the maximum number of system-wide support functions at such a Center.

- Certain functions located at the Center must be duplicated at the Central Library, to a lesser degree, as noted below.
- Cost of construction and land for a second facility.
- The potential for increased operating costs if the SJVLS system hub is not located in a public service facility and is therefore ineligible for E-Rate program discounts.

The functions to consider placing at a separate Administrative Services Center are:

- Support Services, including Acquisitions, Cataloging, Finishing-Mending, Linking and Gift Book Sorting
- Technical Support and Computer Room (the Central Library would continue to need a space for computer server and telecommunications equipment)
- Materials Handling (for branch library returns; Central Library returns would remain at the Central Library)
- System Delivery
- Friends of the Library book sorting and office space
- Bookmobile Services and Temporary Book Collection
- Maintenance (the Central Library would continue to need space for maintenance staff and supplies)
- Equipment Storage (the Central Library would continue to need space for equipment storage)
- Carpentry, Paint and Parks and Grounds shops and storage (the Central Library would continue to need storage space for building and grounds supplies)
- Library Administration offices (County Librarian, Associate County Librarian, Development, Facilities Planning Services, Business Office, Human Relations, Public Information)
- Adult Services office
- Youth Services office
- Community Libraries office
- Graphics, Exhibits/Displays and Duplicating
- Staff Training Center (the Central Library would continue to need a staff training room)
- Staff Lounge, Kitchen, Restrooms (for Administrative Services Center staff; the Central Library would also need these functions)

If the County decides to locate all of the functions above at a separate service center, a building of approximately 54,250 to 57,900 square feet would be needed to accommodate all services and functions. An estimated 43,400 net assignable square feet would be needed to house the services listed, as well as an additional 20% to 25% to account for unassignable square feet within the building. The Central Library total square footage could be reduced by approximately 48,075 gross square feet. The overall amount of building space required for each option is shown below.

Table 7.2  
 Space Required if Administrative Services Center is Created

	Option 1: Direct Services and System-wide Services in one Facility	Option 2: Central Library and Separate Administrative Services Center
Central Library with all functions included	329,225 SF	
Central Library with direct public services only		281,150 SF
Administrative Services Center		54,250 – 57,900 SF
Total square feet needed	329,225 SF	335,400 – 339,050 SF

**APPENDIX A1**  
Focus Group Summary  
Parents

November 3, 2004

Facilitator: Kathy Page  
Recorder: Marie Stanley

Eight mothers participated (3 home school their children; 1 works for the Children's Services Network) and two children (12 and 13 years old, both home schoolers).

**1. What ages are your kids?**

Range from toddler to early 20s

**2. Which libraries do you use?**

- Central
- Oakhurst
- Prather
- Woodward

**3. Which library services do you use?**

- Story time programs
- Check out books, videos, DVDs, books on tape
- Online catalog – request, renew and reserve books online
- “Librarians are your best resource”
- Teen area (13 year old mentioned) at Central

**4. Are there any Central Library features you would like to have improved?**

- Current building is cramped, has a small-time atmosphere, not impressive – needs to be made appropriate to Fresno's size and stature
- Central core of building blocks views and makes it difficult to navigate
- Needs more open areas, full of tables, a sense of space
- Better meeting facilities – now, have to go upstairs
- Poor parking – eliminate parking meters, give discounts or subsidize – current situation makes it an effort to go downtown.
- Provide an outdoor reading courtyard within the Library space, so you can go outside to read in good weather.

**5. Does the collection serve your needs?**

- There is a lack of books for preteens
- Increase the number of titles on African American topics (like Fig Garden)
- Central Children's has a nice selection – and we can always request from elsewhere
- Discussion about whether or not the Library should offer feature/recreational titles on video and DVD – “don't compete with video store” – but recognized the need for video material. Also, if teens find videos at the Library, they may also see the books and start checking those out.
- Likes integration of videos with books on shelving, but not audio books. Those should be shelved separately.
- Perhaps offer rotating collections from Central to all branches.
- A good selection of book sale titles would be attractive.
- Need more books on CD – this is becoming the standard format in cars.

**APPENDIX A1**  
Focus Group Summary  
Parents

- Educational software? Lukewarm response to this – concern that it takes too long to use in the Library and gets obsolete quickly.

**6. What should the seating be like?**

- Need more inviting seating – pillows, window seats, places where parents and children can sit comfortably together  
Soft, relaxing colors

**7. Are there any libraries that you can recommend with desirable features?**

- Sunnyside Branch – glassed in computer room (need some privacy at computers, with privacy screens, etc.)
- CSUF – multimedia listening and viewing area

**8. Are there any special needs for groups of children or for home school families?**

- Space for up to 12 kids to do research on California history – space that they can spread out in
- Older kids like study rooms with chalk board
- Space for a Girl Scout troop of 20 – 30 kids to visit the Library (marshalling space) – with glass windows across the front, open to rest of Library
- Room for tour groups
- Programming space for crafts programs, story times, meeting room space for kids
- Space for performers
- Need to see into the space, see what's happening from outside, and possibly encourage others to come in – so passersby will know a program is going on.
- Note: one downside to Woodward Branch is the lack of visibility into the area for young children

**9. Other comments?**

- Use soft leather on the chairs or something you can easily disinfect.
- Kids go to the floor to sit, where they are comfortable
- Prefer hard surfaces due to allergies.
- Place comfortable seating right next to the books.
- Provide little rolling stools for easy seating in the stacks.
- Avoid a sterile look – make it a “human messy space.”
- Include a changing table in the restrooms.

**10. What is needed to make the Library safe for young children and to make it perceived as safe by the adults who care for them?**

- Some separation from the rest of the Library (just as Doris Gates Room is now)
- Restrooms for kids only in the children's area – single person occupancy
- Keep kids separated from the homeless, from transients
- Sightlines good throughout the space

**11. Any last words of advice?**

- No fountains inside the building (noise drove me nuts!)
- Include a large aquarium, like at Hanford Library
- “Books, books, books”

**APPENDIX A1**  
Focus Group Summary  
Parents

- Make it look impressive.
- Good parking access so that getting to the Library is not a hassle
- Softness in the environment, especially in children's area
- Circulation nooks, inviting places to snuggle in and read
- A good view of the room – no hidden areas
- A open, flowing design
- Include child-centric, creative features in children's – e.g., a "tunnel" through the book stacks, little seating space that kids will like to use
- Avoid "Walk Disney" type décor – use classical children's literature as a design theme – introduce kids to "the real thing."
- Keep the librarians accessible, as they are now – do not force them to work in enclosed offices, away from the public. (Woodward office is good example.)
- In Doris Gates Room, the desk, while not too attractive, is well located and visible.
- Provide parking immediately accessible to the Library – parents will be coming with strollers and several kids at a time. It will not work to have to travel a long way from the parking lot.
- Central hours very good now – one person wanted open to 10 p.m.
- Have a nice refreshment area, like at the Christian Bookstore or Barnes & Noble. It brings people into the building.
- Provide meeting rooms that support 30 to 50 people – maybe with a dividable wall. There are very few places where meetings can be held in central Fresno.
- Make sure the entire site is safe, and perceived as safe. Parents need to know that their kids will be ok when they visit the Library on their own.

**APPENDIX A2**  
Focus Group Summary  
Teen Advisory Board

November 3, 2004

Facilitator: Kathy Page  
Recorder: Connie Urquhart

Three participants: 9<sup>th</sup> grader at Roosevelt and 12<sup>th</sup> graders at Edison and Clovis

Participants introduced themselves and then discussed several questions:

**1. What library or libraries do you use?**

- Central Library only,
- School library (Roosevelt only)

**2. How do you get to the Library?**

One drives, two take the bus or get dropped off

**3. How do you use the Library?**

- Check out books, read, volunteer, participate in events, use the computers (for Internet)
- Two have access to a computer at home; one can only access at library

**4. Where do you study?**

- Not at the Library – “it’s too noisy here”
- At home, in my bedroom, or go to Starbucks with my friends
- Too out of the way to come here to study

**5. What technology do you use on a regular basis? Have your own cell phone, MP3 player, etc.?**

One shares a cell phone with her father; others do not have any portable equipment, no laptops.

**6. How should the public library be? What services or features should it offer?**

- More computers, available for longer periods of time – we don’t have enough time to do research with the current time limits
- Separate computers for teens
- Separate area for teens – bigger and more inclusive than the current area (which is an improvement from before)
- Teen computer classes
- Study rooms – space to spread books out, round tables to work together, comfortable chairs, easy access to reference collection

**7. What atmosphere should the Library have? How should it feel?**

- Like Starbucks – comfortable (rich, nice atmosphere)
- Open mike nights for poetry slams and other teen events
- Programs and events for teens
- A café would be great – “yes” to food and beverages

**APPENDIX A2**  
Focus Group Summary  
Teen Advisory Board

**8. Do you find the books you are looking for at the Library?**

- No – need more copies of classics
- Music - ! – CDs do not get to the library shelves fast enough and there are not enough of them
- Like rock, alternative rock, punk, ska
- Collections of school textbooks for reference use would be good – Library could work with the schools to collect them
- Provide copies of books on required reading lists – more copies!
- Need more popular books, collections by specific authors – get lots of copies then, after the craze is over, sell them.
- Get more up-to-date foreign language books.
- We are more likely to check things out for recreational reading than for homework, but need both.

**9. What one piece of advice would you give the planners?**

- Serve everyone regardless of age.
- Provide more books – a wider selection – it's sometimes hard to find a specific book.
- More tables and seats
- Provide different computers for different purposes – research vs. fun.



**APPENDIX A3**  
Focus Group Summary  
New Americans

November 4, 2004

Facilitator: Kathy Page  
Recorder: Mike Drake

Nine participants:

Patrisia Diaz, Proteus Inc.  
Gary Carrasco, Proteus Inc.  
Santiago Guevara, SCORE Counselor (SBA)  
Kia Vang, Fresno Center for New Americans  
Ilya Danklyuk, FIRM  
Kim Thompson, FIRM  
Chandralcouth Patel  
Amrik Singh Virk  
Lourdes Oliva-Medina, Radio Bilingue Inc., National Latino Public Radio Network

Participants introduced themselves and described their role and interest in the New Americans community. The group then addressed several questions:

**1. What are the information needs of new Americans in Fresno County? How do people get the information they need now? How can the Library help them?**

- We refer people to the Library all the time (Center for New Americans).
- People need information about Fresno – how to get around, how to use the bus, health and medical assistance, civil rights, citizenship.
- Information in the Hmong language
- Information on how to start a small business (SCORE) – I present workshops to new arrivals, who often do not have any idea what it takes – e.g., will ask about getting a business loan when they are renting. We could use access to conference rooms in which SCORE workshops could be held. Approximately 10 - 12 attendees.
- Russian and Ukrainian community has strong tradition of teaching music to their children. Many immigrants cannot afford private lessons. The Library could provide books and other materials on music – history, technique (not actual space for music lessons but supporting materials).
- Citizenship preparation in Punjabi, for the Sikh community.
- Information in many languages to help people integrate into US society.
- More materials in all languages represented in Fresno County population are needed – Hmong, Russian, Ukrainian.
- Information on citizenship, social security, civil rights and renters' rights (especially for apartment dwellers) – a center for information on these topics is needed.

**2. What other services should the Library provide?**

- More computers are needed to support learning – low income people depend on the Library's computers; most do not have their own.
- Computers need fonts that support all languages of Fresno residents
- Support for ESL learning – bilingual children's collections to help parents who are introducing their kids to their native language
- Bilingual storytelling programs for kids
- Provide materials for educated immigrants as well. For example, Colombians now living in Fresno are often well educated and want to read "proper" literature in Spanish. They do not like books using Chicano words and phrases; are quite particular about what they read.

**APPENDIX A3**  
Focus Group Summary  
New Americans

- Provide more publicity about Library services around community, in Hmong and other languages that people can understand.
- Use the radio to get word out in Spanish about services – Lourdes handles the community service calendar for the station and will get the Library’s message out.

**3. How could the building design tell this group of people that they are welcome, so that it is not intimidating?**

- Many new arrivals come from cultures in which resources like a library are not freely available. Special care must be taken to show that the Library is for everyone. It should be inviting from the outside, even the landscaping should be chosen to convey this – in Latin cultures, certain plants, such as agave, are used as boundaries and say “keep out” – select plants that send a homey message.
- If there is a café, do not make it a flashy Starbucks type of place. Instead, make it feel homey, with food that everyday people want to eat. Even let people bring their own food.
- Make the color scheme bright and cheery. Many refugees are repelled by Starbucks dark interiors. Feels depressing and gloomy, not welcoming.
- Incorporate the aesthetic of the cultures of new Americans into the building.
- Not just the entrance but throughout – the kids’ and youth areas need to also have this cheery feel.
- Space-out the seating to give people “personal space” – people of different cultures need generous room to co-exist. Do not force them to use the Library jammed up against each other. Not a separate space for each cultural group – rather, plentiful seating so people can have a comfort level using the Library together. Provide many nooks for reading – quiet places that you can go, like a bookstore offers; and offer places where talking is ok.
- Create a “World Room” that honors the cultures of the community.
- Offer many magazines and newspapers in the languages of the community – a link to their native countries and a way to keep up with what is happening there. Some Sikh periodicals are free – we placed them in the Kerman Library.

**4. What other services or features would you like to see?**

- An outdoor patio where kids can play while the parent reads inside.
- A childcare center so parents can study for a little while and leave their child in a safe space.
- Information pamphlets on library services in many languages

**5. What is your most important piece of advice to the new Central Library planners?**

- The Library should welcome me in.
- Staff who speak the languages that the patrons speak. (Proteus had bilingual teens available who could volunteer at the Library.)
- More open hours
- Offer cultural respect
- Pay attention to the exterior and landscaping; consider art that honors the refugee community

**APPENDIX A3**  
Focus Group Summary  
New Americans

- More information in each language about Fresno County, about religion, about the things that new arrivals need to know
- Ditto on how to use the Library
- A building with openness, that is relational to the community and honors the community's cultures
- Information for recent immigrants that helps them integrate into the community
- Reach out into the community

**APPENDIX A4**  
Focus Group Summary  
Social Services

November 4, 2004

Facilitator: Kathryn Page  
Recorder: Marie Stanley,

Two participants:

Raymond Espinosa, Central Valley Regional Center  
Sylvia Woodburne, Catholic Charities/Senior Companions

Also present:

Dave Puggsley, Welles Puggsley Architects  
Becky Matli, Fresno County Library

The participants summarized the services their agencies provide and the clientele they serve, then responded to several questions.

Central Valley Regional Center serves developmentally disabled adults (IQ less than 70), managing adult day care programs, vocational training programs. Program key is normalization. The Library is considered “a natural resource,” in that there is no stigma attached to visiting. Clients like to come to the Library, use the computers, access books and magazines. Like to listen to stories – at Gillis Branch, the staff offers programs with stories, crafts, and music. (Raymond worked with Becky Wade on \$50,000 grant.)

Senior Companions trains seniors to work one-on-one with other seniors who are housebound or frail; are paid a stipend.

**1. What services should the Central Library provide to your respective clientele?**

Raymond:

- Seating should be on the small side – in between standard adult height and child height, since many developmentally disabled are slight in stature. Seating should also be well-made and durable
- Wide aisles and generous circulation space
- Separate seating spaces – space to spread out
- Many use wheelchairs, so wheelchair accessible table seating is important
- Restrooms with ADA-accessible sinks
- Adult programming
- Sees his clients as “lifelong learners”
- Outdoor patio or courtyard
- Lots of natural light
- Age-appropriate books
- Shelving at mid-height
- Provide a balance of safety, openness, and “cubbyholes” – people stay here all day, as a home away from home.
- Computer access is a big deal – equipment should be very user-friendly (some adult day care centers have computer labs)
- More hands-on training would be great
- Reduce fines and fee rates – most people in this group are on very limited incomes
- Provide training to library staff on how to interact with developmentally disabled. (Some reports by day care managers of insensitive episodes at branch libraries.)
- Effective signage, including book stacks – use icons rather than text

**APPENDIX A4**  
Focus Group Summary  
Social Services

- Current events discussion groups – this group is very interested in what is going on around them – devote some space to a “current events” area, maybe with a large screen TV tuned into CNN and multiple copies of newspapers; e.g., this week much talk about the election.
- Provide display space for artwork made by disabled.
- Display space for Native Californian art – Mono Indians – not just for the disabled

Sylvia:

- Offer film programs – unusual, foreign films, not standard fare.
- Magazine and quiet reading
- More room for research and study
- A central children’s area, so parents can keep an eye on their children. (Sylvia had gathered input from her coworkers, not all necessarily related to seniors’ needs.)
- Do not shelve books on top or bottom shelves – difficult to read titles or to reach.
- Provide shopping carts, bags, for carrying books.
- Provide books by mail.
- Better copy machines
- Large meeting spaces for class visits to gather
- Parking and traffic getting to the Library – must be simple and clear for seniors. Big fear that they will get lost, or get in an accident and lose their license.

Raymond also submitted several suggestions made by staff in his agency:

1. Improve stack signage by using visual icons rather than text.
2. Number the stack sections for easy identification.
3. Increase aisle widths for the ease of those who use walkers or wheelchairs.
4. Reduce late fees or place a cap on total fee amount.
5. Provide a literacy tutor at designated times throughout the month.
6. Increase the number of hands-on computer classes.
7. Provide training to library staff to improve their ability to communicate with developmentally disabled users.
8. Present age-appropriate storytelling and discussions of current events at which the developmentally disabled can participate.
9. Provide automatic door openers, excellent lighting, natural light, outdoor patios.
10. Provide literacy programs similar to those offered at Gillis Branch.

**APPENDIX A5**  
Focus Group Summary  
Adult Learners, Cesar Chavez Adult School

November 8, 2004

Facilitator: Kathryn Page  
Recorder: Jeanne Johnson

Fifteen participants, all students enrolled at Cesar Chavez Adult School

**1. The group introduced themselves and told the group something about who they are.**

- 7 participants grew up in Fresno. Others have lived in Fresno for 3 – 20+ years.
- Like living in Fresno because they can get to the mountains and to the beach. Others said they feel comfortable here.
- 5 – 6 speak another language than English – all Spanish.
- Several are taking computers classes, preparing for the GED, taking English as a Second Language courses, studying to become a nurse's aide, criminal justice employee.
- All present are parents – children's ages range widely (Two ESL students brought their children.)

**2. Do you have a computer at home that you use for your schoolwork? A laptop computer? If not, where do you go to use a computer? If you have a laptop, do you bring it to the Library?**

- 3 have access to a computer at home
- 7 use one of the Library's computers (Sunnyside, Mosqueda, Downtown)
- Several use the computers at school
- None has a laptop computer

**3. As adult learners, what sorts of information needs do you have? Where do you go most often to get them?**

- Test prep books – for the GED, ASVAB
- Books on criminal justice
- "Shortcut" books – to prepare for the GED (math, science)
- English/Spanish dictionaries
- Biology
- School assignments
- Career research
- History
- Textbooks for classes
- Computer keyboarding books
- My Skills Tutor.com
- Website links for GED students

**4. How many of you now use the library? The Central Library? Other libraries?**

- 50% report using the Central Library.
- Go to the public library for their children
- Attend programs at branch libraries

**5. As adult learners, what library services are the most important to you? Why? Are there services the Library could provide that it does not provide now that would help you?**

- Children use the Library's computers.

**APPENDIX A5**  
Focus Group Summary  
Adult Learners, Cesar Chavez Adult School

- They can do their homework while their children use the Library (the computers and attend programs).
- Parents also work on the computers
- Like to check out videos, but more up to date titles are needed

**6. Is there anything about the Library that you would like to change? What parts or features of the building do not work well?**

- National Geographic videos
- Get more educational videos
- Longer time on the computers (several people agreed)
- More computers are needed
- A subject catalog, like the old card catalog – improved subject access to the collection
- Improved parking (1 student reports she got 5 parking tickets at the Library)
- Free parking – longer periods of time allowed
- A quiet area – is noisy
- A place to work one-on-one with a computer
- A place to watch videos and DVDs, especially during the holidays – children don't always know about holidays in the US
- More staff to help the public – more access to help
- A room with educational games for children
- Day care – they want to be close to their children while they study
- Want to know their children are safe while they (the parents) study
- Someone to teach their children while parents are using the Library – some offered to volunteer in a childcare area to support such a service.

**7. What are the most important ways that the Library can help you and your family now and in the future?**

- The book collection needs to be more current – usually I don't find what I'm looking for
- Often can't get to the online catalog – too much competition for the computers
- Need good books in Spanish, perhaps books on famous movie stars in Spanish, true crime, mysteries, horror, suspense – all in Spanish
- GED prep in Spanish
- High school textbooks in Spanish – sometimes need to explain school assignments to their children – need to have something they can read so they can do this
- A better ethnic collection for both adults and children
- Also offer books in Russian, Chinese, Portuguese (for Brazilian natives)
- More books on jazz
- A better system for printing out work done on the computer or information found on the Internet – now, the computers are upstairs, but the printers are downstairs. Sometimes what you print doesn't come out on the printer.
- Not enough copy machines
- Provide extra copies of posted job announcements so you can take one away.
- We need a library here at the adult school – do not have one now.
- Offer upgrades to computer software programs that are mounted on the Library's computers (e.g., Mavis Beacon Typing).
- Classes to help prepare for the GED.
- Make the Library convenient to bus transportation.
- Provide chess and checkers for seniors – board games

**APPENDIX A5**  
Focus Group Summary  
Adult Learners, Cesar Chavez Adult School

**8. What should the seating be like?**

- More variety
- More comfortable chairs – current chairs are not comfortable
- More lounge seats
- Places for group conference – group study
- Quiet places for reading
- Places where you can study for the citizenship test, alone or with a group.
- Classes in citizenship for up to 25 students. (Chavez school can provide the teachers).

**9. What should the building feel like? What atmosphere should it have?**

- Like home
- Like the City College Library
- Welcoming – comfortable seats
- Like Starbucks – coffee, lounge section
- Up to date
- Artwork
- Murals highlighting our culture, using local artists – sky, mountains
- More bilingual staff – make the Library inviting for bilingual people.
- Library staff needs to be able to deal with irate people, people with disabilities – sometimes, are not as sensitive as they could be.
- Have an “express line” at the Reference Desk for quick help, so you don’t have to wait when you have a quick question.
- Have security guards
- Have staff that can talk in sign language, to help people who are deaf.
- Have books for the blind (talking books)
- Provide help for people doing their tax returns; for voting
- Longer open hours

**10. What is the most important piece of advice you have about planning the new Library?**

- “Think community – think children – think women”
- Think about all the cultures in Fresno – visually show materials for every group.
- Hire people from many cultures, staff who speak many languages.
- Make it feel like home – warm and welcome – a place where you want to be.
- More open hours – open at night
- Make it a place to enjoy books.
- Wide walkways and aisles for wheelchairs
- Larger bathrooms
- Keep up the good work with the children’s programs.



**APPENDIX A6**  
Focus Group Summary  
Disabled Community

November 8, 2004

Facilitator: Kathryn Page  
Recorder: Rebecca Wade

Six participants:

Tom Gonzalez, volunteer with Talking Books Library  
Jan Carmichael, Department of Rehabilitation  
Susan Coulter, Deaf and Hard of Hearing Services Center  
George McClelland, volunteer with Talking Books Library  
Wendy Eisenberg, Talking Books Library  
Rebecca Wade, Literacy Program

Also present:

Bob Siegrist, architect  
Two interpreters for the deaf

**1. What library services do you use now?**

- Library website-searching online for books
- Computers at Cedar Clinton Branch, Reference Services at Central - needs books for his college work

**2. What library services would you like to see?**

- Accessible computers, including text-to-speech software programs
- Software like JAWS, Zoomtext, and SuperNova.
- Would like Library to provide training on these programs or any software the Library will have.
- Free meeting rooms for groups of 25-30 for workshops.
- Some academic-level textbooks, GRE preparation books
- General employment preparation books, pre-vocational/job development books (e.g., books by Bernie Seagal)
- Talking Books Library needs more space, especially work space for repairing equipment.
- Need place for dropping off passengers at the entrance, for Para transit and parking.
- Lighting also important, especially glare protection for west-facing windows.
- Good lighting is also important for deaf people.
- Signage needs to be big and clearly visible.
- Easy access from outside the building into the Talking Books space, but the space must also be somewhat protected from people just wandering in.
- Stand-alone equipment such as text-to-speech scanners would be useful.
- Large print newspapers like *The Los Angeles Times* or *The New York Times*.
- Information for the deaf and hard of hearing is needed related to hearing aids and cochlear implants. The Stanford Medical Center is a good resource for information on this technology.

**3. Is it better to put special equipment in one place or disperse it throughout the Library?**

- Ideally, it should be dispersed, but the logistics of doing that may be difficult. Also tutorials or classes would be needed to train people on the equipment, technology and software.
- Computer lab would need adjustable heights on desks, monitors, etc.

**APPENDIX A6**  
Focus Group Summary  
Disabled Community

- Locate assistive listening devices in the meeting rooms, similar to new Woodward Branch, which has a built in FM system.
- Provide an FM system and interpreters for guided tours through the building.
- Train the library staff to give good verbal instructions, not just saying, “over here is this” and “over there is that.” Staff would also need to be available to provide more one-on-one support to those who need it.

**4. What would the best way to set up/arrange the computer lab?**

- Set it up in classroom-style, with rows of computers so interpreter could stand near the teacher and be visible to the entire class.
- A U-shaped set-up would be good, however, with movable desks/computers to accommodate the size and needs of the group. May need to have a special class for people with disabilities as well as opportunities for people to take the regularly offered classes.
- Fresno City College has adaptive computer classes for disabled. Perhaps you should check with them on how they are organized.
- Computer technology for Braille users including a Braille printer.
- ‘Talking signs’ are available for the visually impaired.

**5. What about staffing and staff training?**

- Contact local social service agencies for help in providing the training for staff. Be sure to do it with all new hires as part of their orientation.
- Staff training should include the disability accommodations the Library already offers.

**6. When you are in an ADA compliant building, do you still encounter access issues? What are the most frequent or troublesome issues you encounter?**

- Overhangs that a cane cannot feel, weird planters, etc.
- Consider having visual displays for announcements, like stores have, when you are waiting for something and have been assigned a number

**7. How do you feel about moving Talking Book to Central?**

- I support the idea if they have a good space and don't get squeezed out.
- Also the service needs its own entrance as well as access through the Main Library entrance.
- Books about disabilities could be integrated into the main collection. Have a lab where the assistive technology can be demonstrated. Also, the Talking Book service needs its own meeting rooms.
- We wouldn't mind being in an inside room, with no windows, to do the repairs to the Talking Book playback machines. Just need to have a good workspace set-up.
- Show off Talking Book to the public! Don't hide it.

**APPENDIX A7**  
Focus Group Summary  
Teens - Computech Middle School

November 8, 2004

Facilitator: Kathryn Page  
Recorder: Kelley Worman

Nineteen teen participants

**1. How many of you use the Library now?**

All but 2

**2. How do you use the Library?**

Computers, check out books, do research

**3. What would the Library need to be to make it “yours”?**

- Our own room!
- Video games that circulate
- Comfy seats
- A collection of books that have been made into movies
- A manga book collection
- Complete collections of series books
- Modern furniture
- Watch movies with snacks
- Basketball courts (!)
- Starbucks
- A place to buy and eat hot chocolate and sandwiches
- Have a book discussion group and clubs for teens

**4. How do you study? What kind of furniture do you need?**

- Both together and alone
- It helps to have music playing – using a Walkman is ok because you can listen to a broader choice of music (than if music is playing in the room).
- Nice large table
- A place to eat and drink
- Music with headsets
- Space for noise and space for quiet (2 different spaces)

**5. What services or features would you like to see in the new Library?**

- Would like to have laptop computers to use in the Library
- Internet access
- Information on good research websites for students to use – need to access a computer for school 2 to 3 times per week
- Access to software programs for school assignments (timeline maker, Appleworks)
- Offer prize incentives – give away surplus books; put winners on “wall of fame.”
- Have an exhibit gallery.
- Bring in good speakers and authors – Robert Jordan, Dave Pelzer
- Have a space like Barnes & Noble or Borders – this is where everyone goes because it has everything, a good selection of books (the Library’s books are all beat up), friendly people (not everyone who works at the Library is friendly).

**APPENDIX A7**  
Focus Group Summary  
Teens - Computech Middle School

- More volunteer jobs for teens.
- We need a very wide selection of books.
- Need big signs to let you know where you are.
- Only teens should be allowed in the teen space.
- Need a room with report-making equipment and supplies (laminator, binding machine, glue sticks, scissors, supplies you can buy).
- More tutors
- Have Playstation games available (PS<sub>2</sub> and XBox) to use at the Library and to check out.

**6. How should the new Library look and feel?**

- Clean!
- Filled with neat things to do so that every time you turn around there's something you want to do or participate in.
- Bright colors on the walls
- Posters to inspire you
- Interesting; comfortable
- Updated books
- The Library needs to smell better – it needs to smell fresh and clean
- Plants would make it relaxing.

**APPENDIX A8**  
Focus Group Summary  
Saroyan Society

November 8, 2004

Facilitator: Kathryn Page  
Recorder: Drew Harrington

Nine Saroyan Society participants

**1. Tell me about the Saroyan Society?**

Fresno was the home of William Saroyan. The William Saroyan Society is a non-profit, public service organization, which is dedicated to promoting the life, times and literary works of William Saroyan, a Pulitzer-prize winning author and playwright. The society encourages exploration of the human values depicted in Saroyan's writing, responds to the needs of the Library, and sponsors events with or without the Library

**2. What are your plans and dreams for the Society and the collection? What sort of programs do you offer? Exhibits? Interaction with other institutions? What about collection growth?**

- It is hoped that a new library building will provide a special and expanded place for the Saroyan collections that will allow the Society to build connections with the Fresno community.
- It is hoped that the collections can have a stronger web presence to promote interest, especially for young people. This might include streaming video and perhaps there could be collaborations with local television and radio.
- Programs sponsored by the Society include an annual writing contest, and there are ongoing discussions of having a more public celebration of Saroyan's life and works.
- Fresno's Metropolitan Museum has a Saroyan exhibit, which includes Saroyan's bicycle and a number of other items. If there was space, it is possible that these materials might become part of the Library collections and could enrich a dedicated room/space.
- Every other year Fresno State University offers a course on Saroyan, as part of the Armenian Studies Program. Also, there are special Armenian and Armenian-American collections at Fresno State. It is felt that these collections are complementary to the public library Saroyan collections, not competitive. Fresno State University is also planning a new library facility at this time. It was noted that there should probably be some discussion with them about how to highlight the complementary collections in both new buildings.
- The collections include books, manuscripts, letters, art and ephemera. The collections continue to grow—Saroyan materials are still available from dealers at a relatively reasonable cost. Currently items are displayed on a limited basis due to lack of space.
- The collection is secondary only to the Saroyan collection held by Stanford University.
- It is not clear how much the collections are anticipated to grow in the coming years, but growth is expected. It is also possible that additional formats will be added, such as an oral history collection related to William Saroyan. It is also possible that there could be digitization projects at some future date, though Ray Silvia (special collections librarian) notes that there are known copyright issues with the collections.

**APPENDIX A8**  
Focus Group Summary  
Saroyan Society

- Ray Silvia noted that in addition to the Saroyan special collections, the Library also holds Saroyan materials in its circulating collections. It was agreed that these collections would remain separate because they meet different needs.

**3. How do you view the public using and handling items from the collection?**

- Visitors and scholars come from all over the world to use the collections. Also, many school-age children do reports on William Saroyan and visit the Library for assistance. At this time, the collection is used by appointment only.
- The group discussed the pros/cons of having open access to at least portions of the collection in order to promote interest and to encourage usage. Some collection items are too valuable for open access, but it may be appropriate to open portions of the collection, thereby increasing visibility and making connections with the community. The new space should allow for both common spaces associated with the Saroyan collection and also special/controlled spaces.
- There was a brief discussion on the possibility of tapping the skills and interests of Fresno State University students to assist with the collections—collecting oral histories or working on special programs.

**4. Please discuss your vision of the Saroyan Room/Area in the new facility.**

There was a discussion about whether or not the Saroyan Collection should stand on its own as a special collection, or if it should be featured as part of a larger concept—Fresno Writers, or Armenian-American Writers. Some ideas were offered:

- A large area of Armenian art and studies with a smaller annex dedicated to Saroyan;
- A reading/study and display room in the new library that is dedicated to Saroyan and which is adjacent to the Saroyan collections;
- Perhaps there could be a small film ante-room like is seen in museums, so that visitors could learn about Saroyan and his work;
- A beautiful and special Saroyan Room similar to the State Library's California Room;
- Perhaps planning should include an interactive, multi-format learning area, a creative space for students; or
- Possibly a Saroyan "Walk" that leads from general concepts (e.g., Fresno Writers or Armenian Art and Studies) to a Saroyan Room.

The vision is not yet clear, but some components have been determined:

- An archivally controlled collection space for preservation of the materials;
- Good, electronically keyed security;
- Space to display multiple formats—art, sculpture (limited), manuscripts and ephemera;
- A scholar's area where serious research can be accomplished in a focused atmosphere;
- Programming space for small (25-30 people) and large (up to 300 people) events related to the Saroyan Society and collections—plays, readings, celebrations like a "William Saroyan Day/Symposium," writing contest events, interactive programs/events where young people have "something to do" while learning about Saroyan's work, distance learning opportunities in cooperation with the University. (It was noted that planning for auditorium space should include speaking with other agencies in the Arts and Culture District so that these large, expensive spaces are not redundant.)

**APPENDIX A9**  
Focus Group Summary  
Teachers

November 10, 2004

Facilitator: Drew Harrington  
Recorder: Drew Harrington

Six participants: teachers/library media specialists

**1. Tell me about yourselves, where do you teach? What grade levels? What subjects?**

The group was from a variety of Fresno Unified Schools, elementary, middle school and high school, including Computech, a magnet school for math and technology. Some participants were teachers (4<sup>th</sup> grade elementary teacher and high school Spanish teacher) while others were library media specialists.

**2. Tell me about your students, what are they like? Ethnicity? Language skills? Socioeconomic levels? How strong is parental involvement at your schools?**

One school, located in the foothills and with a new library, serves students who are predominantly non-Hispanic White and English-speaking, though some students are Native American and a smaller number are Hispanic. All of the other schools serve highly diverse students and families. Demographics vary from school to school, but most students are Hispanic, Asian or non-Hispanic White. Many languages are spoken, between 80-110 languages within the schools. Many students speak English as a second language.

In the case of Roosevelt School, 66% of students receive free lunches, suggesting that many students/families are below the poverty line. Most of the other schools also have a large number of students/families who live in poverty. The schools serve some students who they know are homeless.

For most students, there are not any/many books in the home, and families do not have a culture of reading. However, each school also has some voracious readers, who rely on the school library and the public library for extensive reading materials. In one area with a large community of Hmong families, the closest public library is approximately 5 miles away.

For some students it is not about having books to read, but about being motivated to read—holding reading as a value.

Some parents are active at the schools, or come when they can (most work), but many parents, especially those who do not speak English well or at all, do not get involved.

**3. Describe the status of the school libraries at your schools. How well do they meet the needs of your students?**

The libraries struggle to build and maintain collections—there is enormous variation in the collections, with some schools able to provide less than 1 volume per student, while more affluent schools may have up to 10 volumes per student. Most of the library collection levels fall somewhere between these extremes. Collections can be quite dated, but with so little money to replace books, weeding is done with great care so that if something still has value (classic literature) it may remain in the collection even if it is from the 1930's or even earlier. These are lean times for the school libraries, with most receiving only \$1.50 per student for collections.

Access to technology is generally stronger than book collections. State funding has helped to purchase the computers, which are heavily used by students. The schools offer a solid selection of subject databases, though not as many as the public library.

**APPENDIX A9**  
Focus Group Summary  
Teachers

Students use the libraries heavily, with as many as 3,500 visitors passing through the library entry gate during a busy week. Teaching faculty also use the libraries for lesson planning and for class instruction visits.

In addition to school-day usage (usually 7:30 a.m. to 3:30 p.m.) some libraries offer extended hours, staying open until 5:00 p.m. At the Roosevelt School Library they offer some evening and Saturday hours during peak assignment times.

Families also use the school libraries. Computer training and ESL classes are offered to parents in the libraries.

**4. Do any of you use the current Central Library? How well does it serve your students' needs? Your own needs?**

All participants have used the Central Library and some are regular users (several times per month). For some of their students, the Central Library is their closest public library (Computech and Roosevelt). Students feel that the Central Library is too old, crowded and "smelly." They have to wait to use computers and it is difficult to find seats where they can work together on assignments without being asked to be quiet.

The collections are generally thought to be strong, though the arrangement can make them difficult to locate. It is also good that everyone can receive items from throughout the system at their home library.

At the school libraries they frequently use the public library website to look things up. Its nice to know that the books they need exist and are available, but it is frustrating that there is no interlibrary loan system/shared borrowing system in place.

One teacher noted that she likes the feel of the Central Library—the old materials like marble and wood and tile.

**5. How could the new Central Library best support your needs and those of your students?**

- Set-up a shared borrowing program so that students can easily borrow from the collections, with delivery service at the school libraries.
- Continue and enhance collaboration on library programs and continue to encourage students and families to use the public library.
- Have staff that speaks multiple languages so that families feel welcome and comfortable.
- Build a younger, more "hip" staff that students can relate to—young and multi-ethnic.
- Sponsor a tutor program—use young people and people who speak multiple languages.
- Include signs in more than English, like retail places do.
- Have a coffee place and snacks, like Borders.
- Have viewing rooms so that people can watch videos/DVDs at the Library.
- Have display space and program space so that there can be thematic events, e.g., Dr. Seuss' birthday.
- Don't make the shelves so tall; people don't like to have to use a stool to reach the books.
- Have graphic novels.
- Have "me" centered collections that are interesting to teens—beauty, relationships, etc.
- Have collections that support school curricula.
- Need a strong collection on local (Fresno) history
- Include group study rooms that will seat about 6 people at a time.
- Include low, family tables and places where parents can read with children



**APPENDIX A9**  
Focus Group Summary  
Teachers

- Include a quiet zone for study
- Plan for program space and then have programs (at no cost) that will draw children and families—if you have student performance programs it will draw the parents
- Have something exciting going on at the front door, right after you walk in, that will encourage people to come inside (little performances, music, contests, etc.)

**6. What library services or features for the school-age population would you like to see emphasized in the new Library?**

- All of the services are important—collections, computers, programs.
- Emphasize services that will appeal to families and that are free.
- Reach out to the community so that more people know about the Library and will know that they are welcome, that someone will speak their language and that they can come to the Library for computers and books.

**7. Other comments?**

Where will the building be located? (Explained the sites currently under consideration)

**APPENDIX A10**  
Focus Group Summary  
Arts and Cultural District Representatives

November 10, 2004

Facilitator: Kathryn Page  
Recorder: Drew Harrington

Four Arts and Cultural District leaders in attendance

District leaders in attendance included Karen Bosch Cobb from the Central Library, Paula Castadio from Valley Public Television, Jill Moffat from the Fresno Historical Society, and Kathleen Monaghan from the Fresno Metropolitan Museum.

**1. What should the Central Library for Fresno be, and how should it help to define the Arts and Cultural District (if a site in the District is selected)?**

- District planning is focused on creating an Arts and Cultural "Campus," a unified, collaborative campus of distinct, but related programs to include a planned Historical Museum, the renovated/enlarged Fresno Metropolitan Museum, Arte Americas, and the renovated broadcast station of KVPT (public television station). The campus is also the preferred site for the new Central Library.
- To be effective, the campus should have common design elements and shared landscape architecture that will give continuity to the area.
- There is an awareness that the district will need to include amenities that draw visitors, such as a café and gift shops or perhaps a shared gift shop. All meeting attendees agreed that they will need to have a café, but it is hoped that this can be outsourced so that each program can concentrate on its services and let a professional plan and manage food services.
- One thing that is needed ASAP is a clear, defined boundary for the Arts and Cultural District. At one time it was thought to encompass 16 city blocks, but there has also been talk of 12-14 blocks. It needs to be formalized and zoned accordingly. Otherwise it is feared that property will be bought up in the district and used for non-arts/culture activities that will detract from the district.
- Also, up until about a year ago, there was considerable discussion of, and planning for a proposed charter school, with a civic focus, to be located within 1-3 blocks of the KVPT station. It will be important for all district planners to know if this school is still expected to open, or if other plans are underway.
- Many plans are developing that may impact the area, including plans for a Chinatown a little south of the KVPT station.
- There is growing interest and enthusiasm for the district, and there have been a number of successful, well-attended programs, such as the "Art Hop" on the first Thursdays of each month, with all area galleries and museums open and offering free admission.
- There are also a number of old theatres in the area, such as the Tower Theatre, which is a beautiful and historic building. However, lack of funds and direction has left these buildings without support for restoration. Someday they may come to the forefront and add to the interest of the Arts and Cultural District.

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Focus Group Summary  
Arts and Cultural District Representatives

- Parking will be very important and must be planned so that it encourages visitors rather than discouraging them will too few spaces and/or too high fees. Also, public relations work will need to be done on the perception of downtown Fresno, which is viewed as having parking problems, crime and safety issues. Statistically, the downtown has a low crime rate.
- During the day, the audience for the district will be young, grades K-12, and this will have implications for planners:
  - Many school groups
  - Bus transportation and parking
  - Amenities that will appeal to children
  - Safety and control planning

**2. What programs are underway or in planning stages in each of your services that may impact planning for the Arts and Cultural District and the new Central Library?**

**Metropolitan Museum**—Students in grades K-12 are the most frequent visitors to the Met, arriving by the busloads. Also, the Met is a partner with the Exploratorium, so there are a number of in-depth, long-term programs where students and teachers work together on projects. It will strengthen the museum's programs to have the Central Library nearby so that students, teachers and other museum visitors can know where to look for more information on displays or projects.

It will be important for the museum and the Library to collaborate on coming exhibits and events so that collections can be coordinated for interdisciplinary support.

The Met will not have a performance space, but will have a lecture hall to seat 150 people for Met-sponsored events. There will also be a multi-purpose room for about sixteen people as well as five classrooms

**KVPT**—Right now the station is not doing public productions, but that is coming and it will likely provide a venue for additional cooperation with other Arts and Culture institutions. The building next door to the station will be renovated in the coming years and will be used for literacy based training and teaching. The space will include an ample number of computers for hands-on learning. This training is already underway, with the station offering literacy classes for caregivers, parents and pre-school teachers on how to use a themed combination of television, activity and reading (program = "View-Do-Read") for successful learning. They are also involved in a "First Books" program, which is a book give-away. The station has online services for classroom curriculum/lesson planning as well.

The station will be adding a new channel, PBSU, for University productions and distance learning. It will be important for all of the district's institutions to be connected with fiber optics for video distribution so that any program at any of the locations can be broadcast to multiple sites.

**Historical Museum**—The museum will have classrooms, which can be assigned to teachers for a whole day or longer. The idea is to get away from the traditional museum visit of unloading the bus and herding the students through with a docent. Instead, the classrooms will allow for real teaching and in-depth, extended projects. The historic focus of the museum will be on California history, but will also have significant information/exhibits relating to U.S. history.

The Historical Society finds that there is tremendous interest in history-based programs. So, it will be important that the district have a true theatre. If the Library has a theatre, the

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Focus Group Summary  
Arts and Cultural District Representatives

museum will not; but if there is not one in the Library, then the museum will want to include that in its facility planning. The theatre should include the following:

- Seating capacity of approx. 300 people
- Slanted floor with fixed theatre seats
- Stage, sound & lighting appropriate for quality performances

**3. What kinds of collaboration will be most likely and useful?**

- Excellent planning and coordination so that all of the institutions in the district are educationally connected and are “Telling one another’s story”
- Shared theatre space
- Electronic connectivity for technology sharing and collaboration
- Outside areas that connect the buildings in ways that encourage walking between services
- Shared food services
- Child-oriented, student-oriented and family-oriented programming
- Possibility of a shared gift shop for the whole “campus”
- Developing complementary services, not competing—e.g., with the Met. so close by, the Library may not need extensive art gallery space

**4. Additional comments, discussion?**

There needs to be a discussion within the group about technical implications for the district—ways that they may want to share electronic information and images. The discussion will need to include consideration of common cataloging standards so that materials owned by all of the institutions could be searched in the Library’s online catalog.

There should also be a discussion about collection development—especially between the Library and the Historical Society.

**APPENDIX A11**  
Focus Group Summary  
Genealogical Society

November 10, 2004

Facilitator: Kathryn Page  
Recorder: Karen Bosch Cobb

Seven participants: Mary Lou Talens, Genealogy Librarian  
Bob Secrest, California Room  
5 Genealogy Society volunteers

**1. Tell me about the Society and its space and equipment needs.**

- The Society has a contract with the Library, to catalog and house their materials. Has a symbiotic relationship with the California Room. Is the best Genealogy Library in the valley; people come from all over the world. Want to continue the working relationship with the Library. Now they can't acquire everything they need due to space limitations. Items are interfiled and ownership is designated with an ownership stamp. Genealogy does not weed materials, nor does local history – both collections cumulate, but the Genealogy collection is not archival.
- Need a locker area when first walk in for visitors to place their briefcases and backpacks. Researchers should only bring in only laptop, scanner, pencil, and note pad. Need 12 or 18 lockers, large enough to accommodate a backpack.
- Collection includes books, print periodical back files, CDs and microform/microfiche.
- One desk serves all visitors. They like this arrangement and want it to continue in the new building, with more staff/volunteer workstations.
- Also need to be able to plug in laptops and lock them down at a study table so you can walk around and leave your laptop on the table. Need a wireless network for Internet access. Some come in with their laptops now but there is little ability to plug them in the current space. Users have to move a table to the side of the room in order to plug in.
- Tables and Seating:  

Need to be able to write what they find either from a laptop or from microfilm or microfiche. Need to be able to spread out a lot of things. Tables are better than study carrels for spreading out. Staff needs clear visibility to all work surfaces in the public space to ensure that pages are not razor bladed out of books. Table height needs to be adjustable for typing height. Adjustable chairs in Salt Lake City's Family History Center do not work too well – the height levers on the chairs tend to slip. Laptop plug in capacity is essential. Need clear writing and work space along side each piece of equipment, on both sides for right- and left-handed people (for laptop and microfilm or microfiche users).
- Office Space:  

Need walls in office space to allow staff to keep an eye on the service desk area, in case they are needed. Valuable materials should be stored out of the line of sight from the public area.
- Media Area:  

Need to be able to dim the lights when using microfilm or fiche for better visibility at the equipment. Bill Secrest noted that computer workstations could now be equipped to also

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Focus Group Summary  
Genealogical Society

view microform material. Suggests that in the future, these workstations may be multifunctional.

Microfilm, microfiche and CDs will continue as viable formats for genealogy materials. At the same time, LDS genealogy resources are being digitized, so that more and more will be available on the Internet. It is not yet feasible to plan to replace our materials in other formats, both print and AV, with Internet accessible sources, however, since older material is not being digitized.

Is the number of microfilm reader/printers now the right number? Keep current number and move more into PCs. CD's may not last long.

- Light at reading tables:

Lighting needs to be very good. Need task lighting at microform/fiche readers, over the work surfaces beside each piece of equipment.

- Need to be able to enlarge text on microfilm/fiche readers.
- Genealogy Collection should be open alongside the California Room collection that is kept in open access space. No part of the genealogy collection needs to be locked in a closed area. It should all be available in open space for researchers to use.

## **2. What are the Society's workspace and storage needs?**

- The Genealogy Society needs both storage and work area place. The current workspace is severely inadequate. All Genealogy Society volunteers store their materials in their homes, garages and cars. The Society Librarian needs a desk, phone and computer.
- The Society has five departments: obituaries, bookbinding and repair, periodicals, new books, media. A volunteer oversees each of these areas and each volunteer needs a workstation. All but the bookbinding and repairperson need a worktable rather than a standard desk. The bookbinder needs a workbench, generous enough so that two people can work together at the same time.
- Lockable storage is needed for supplies, which the Society buys. The bookbinder uses a drill, exacto cutters, hammers, tapes, and similar items. Storage is also needed for duplicate books and periodicals, which are now stored in the Library basement. Bill, the bookbinder, estimates 600 square feet is used now for storage. Kathy, Bill and Mary Lou will identify the exact needs for storage and workspace.
- Donations to the Society are now brought into the Library through the delivery area. Books are then sorted and processed or stored. This needs to be done in a processing area that is separate from the Library, and especially from the California Room collection, to prevent dirt, bugs, mildew, and silverfish from being introduced into the collections.
- Two separate receiving areas, one for the Library and one for the Genealogy Society, are needed, or if one is decided on, the Society needs clearly labeled shelves for its materials.
- Mary Lou Talens, the Genealogy Librarian, classifies items that are selected for the collection and then the items are sent to Cataloging where they are entered into the library catalog and are processed.
- Mail comes in for the society and gets put into filing cabinets.

**APPENDIX A11**  
Focus Group Summary  
Genealogical Society

**3. What are the other activities of the Society that require space?**

- Society meets monthly in the current Library's Sarah McCardle Room. The Board meeting is in the Conference Room. The Society also sponsors programs and seminars, which fill the McCardle Room. Some programs have to be held at the Woodward Park Branch, which has a meeting room that holds audiences of 150. Society programs can attract up to 200 people.
- A book buying committee meets regularly. It could do its work in the work area. They review catalogs as a group and need online catalog access to check whether or not titles are already in the collection.
- Copy Machines. One is needed for the public and would like to have a second machine in the staff work area. Bill recommended acquiring a printer/copier/scanner/fax machine (4-in-1 printer) for efficiency in the staff area.
- Melissa conducts a computer based training workshop in the lab. Needs to be able to have access to media presentation equipment (screen, projector, web) for the programs Corky and others give on web-based genealogical research.
- Volunteers give tours of the genealogy service and collection, to groups of 20 people although there can be as many as 30 to 40 in a group. Need generous circulation space for this.

**4. Other needs?**

- Need a new books display area to publicize interesting new acquisitions.
- Need large format shelving for atlases and oversized books.
- Need wall display space to display pedigree charts and other visually interesting items from the collection.
- Obituaries are held in card cabinet files.
- Periodicals are now shelved with the book collection. Would like to shelve current issues of periodicals on face-out slanted shelving, perhaps 10 to 12 issues per section.
- Security is critical. Need a security gate directly at the entry to the public space so an alarm will sound if someone walks out with material from the collection. Use magnetic strip, except for periodicals. Needs to be inside the room – the security barriers at the entrance to the Library are too far away.
- Window lighting should be eliminated entirely — this is to protect the collection from natural lighting. Bob Siegrist, DKSJ architect, noted that glass products could cut out all UV from natural lighting.
- Some lounge seating would be nice, rather than only study seating.

## APPENDIX A12

### Fresno County New Central Library Focus Groups and Interviews – Major Findings

1	FG	Parents
2	FG	Teens #1: Library's Teen Advisory Board
3	FG	New Americans
4	FG	Social Services Providers
5	Intvw	Senior Resource Center/FMAAA staff
6	Intvw	Talking Book Library/Wendy Eisenberg
7	Intvw	County Econ Dev Dept/Carolina Hogg
8	Intvw	Comprehensive Youth Services/Jacque Smith
9	FG	Adult Learners, Cesar Chavez Adult School
10	FG	Disabled Community
11	FG	Teens #2: Computech Middle School Reading Club
12	FG	Saroyan Society
13	Intvw	Metro Ministry/Walt Perry
14	Intvw	Poetry Center/Steve Barile & Connie Hales
15	FG	Teachers
16	Intvw	County Community Development/Gigi Gibbs
17	Intvw	United Way/Richard Kreighbaum
18	FG	Arts and Cultural District Representatives
19	FG	Genealogical Society

#### 1. Parents Focus Group

The group expressed a desire for increased children's collections – more books for preteens, more ethnic-related materials, more books on CD. More inviting seating wanted – window seats, parent/child seating, quiet nooks for individual reading – next to the book collection. We need “books, books, books.” Add “softness” to the environment – warm, inviting color scheme, soft seating, carpeted floors for comfortable floor seating. Include “child-friendly” features, such as a “book tunnel” through the stacks – nooks and/or passageways that attract children and make the space “child-centric”.

Space is needed for groups of children – students working together on school assignments, Girl Scout troops visiting the library or other groups. Both group study space and class visit marshalling space are needed. Children's programming space needs both acoustical enclosure and visibility, to create a connection between programming and visitors to the library and to raise awareness of programs.

Provide some separation from rest of Library, as is now situated. Safety and security are primary concerns – good sightlines throughout the space, good visibility from the service desk, protection of children from transients and unaccompanied adults family restrooms



within the children's space. "Make sure the entire site is safe and perceived as safe. Parents need to know that their kids will be OK when they visit the library on their own."

Parking must support parents' and families' use of the library – affordable or free, with enough parking time allowed, close to building so parents with several children and a stroller can navigate.

The facility overall needs to be appropriate to Fresno's size and stature, unlike current building, which is "small-time" and not impressive, a facility with a sense of space, full of open areas and reading tables. A larger, more up-to-date public meeting room is needed. An outdoor reading courtyard that is within the building and a place to purchase refreshments would be welcome amenities.

## 2. Library's Teen Advisory Board Focus Group

A separate space for teens is very important. If possible, some computers should be in this area. The area needs to be more inclusive, with more copies of book classics, music CDs (more up-to-date than the current selection – rock, alternative rock, punk, ska), more copies of books on school required reading lists, more copies of popular books ("We are more likely to check things out for recreational reading than for homework, but we need both."), more up-to-date books in other languages.

More computers are needed, available for longer periods of time. The current sign-up system does not offer enough time to do the research they need to do. Some computers should be for research and some for fun.

Study rooms are needed (two reported that they do not study at the library now – "it's too noisy here.") One reported studying at Starbuck's, with her friends. We need space to spread books out, round tables to work together, comfortable chairs and easy access to the reference collection.

Consider teen programming – open mike nights for poetry slams and other programs aimed at teens. A café would be great – all present agreed that access to food and drink would be a draw.

More seating generally is needed and a wider selection of books. "It is sometimes hard to find a specific book."

## 3. New Americans Focus Group

The Library needs to provide information for people new not only to Fresno but also to American culture, information in both English and in the languages native to new immigrants. Survival and orientation information, citizenship test preparation, health and medical information, ESL and language study, information on small business and entrepreneurship and civil rights. Provide this through the collections and the staff, which needs to include bilingual individuals for all the languages spoken by the new immigrants – including Spanish, Hmong, Russian, Vietnamese, Punjabi and Urdu. There should also be computers at the library that support the alphabets and scripts of these languages. Classes on learning English, citizenship preparation and similar topics of interest to new arrivals are also important, as are bilingual children's storytelling programs.

More computers are needed to support learning – low income people depend on the library’s computers; most do not have their own. Provide conference rooms where small groups can meet or groups can study together.

Special care must be taken to show that the library is for everyone. It should be inviting from the outside, even the landscaping should be chosen to convey this. If there is a café, do not make it a flashy Starbucks type of place. Instead, make it feel homey, with food that everyday people want to eat. Even let people bring their own food.

Provide a bright, cheery color scheme. Many refugees are not attracted to color schemes used in upscale coffee houses. Incorporate the aesthetic of the cultures of new Americans into the building. Space out the seating to give people “personal space” – people of different cultures need generous room to comfortably co-exist. Consider creating a “World Room” that honors the cultures of the community. Offer many magazines and newspapers in the languages of the community – a link to their native countries and a way to stay up with what is happening there.

Consider an outdoor play area for children, or a child care center, so parents can study for a little while and leave their child in a safe space.

The building needs to have openness, it must relate to the community and honor the community’s cultures

#### 4. Social Services Providers Focus Group

Participants represented the Central Valley Regional Center, which serves developmentally disabled adults, and Senior Companions trains, which trains seniors to work one-on-one with other seniors who are housebound or frail. Discussion centered on how to design the facility to accommodate these groups. Needed features mentioned included wide aisles and generous circulation space, seating that is well-made and durable, space to spread out, wheelchair accessible table seating, adult programming, an outdoor patio or courtyard, lots of natural light, an age-appropriate book collection, mid-height shelving and a balance of safety, openness, and “cubbyholes” to give a sense of personal space.

Ample access to computers was stressed, since many developmentally disabled do not have access at home.

Current events discussion groups would be well attended. This group is very interested in what is going on around them. The Library could devote some space to a “current events” area, maybe with a large screen TV tuned into CNN and multiple copies of newspapers.

Parking and traffic patterns must be simple and clear for seniors. Their big fear is that they will get lost or get in an accident and lose their license.

#### 5. Interview with Fresno-Madera Area Agency on Aging Staff

The building and site need to visually signal that it is accessible and must have lots of parking that is simply laid out. Many seniors are afraid of downtown Fresno and perceive it as a confusing maze of one-way streets. The Library site and parking must overcome

this perception. The whole library and its site must be safe – and must be visually apparent that it is safe. Make the entrance area flat and simple to move through – a straight line in, not curved and meandering, with parking close by, excellent lighting and simple traffic patterns

Seniors do need to have a sense of their own space – their own corner of the world, although a “Seniors” area would be off-putting. Services for seniors should not be segregated. Some parts of the library need to be quiet and comfortable, a sanctuary of calm. Also, there are younger people who have need for some of the collection that might be placed there (younger disabled people can use AV, for example).

Seniors are wary of young adults – afraid “they will get mowed down” (as opposed to little children – seniors are generally not intimidated by young kids). Put some distance between areas that attract teens and the quiet areas needed for seniors.

There are different types of seniors – those who like technology and those who don’t. An automated phone attendant system, for example, will drive many seniors away. Be careful, therefore, about emphasizing high-tech. Seniors may be willing enough to try it once but if it baffles them, they will leave if they cannot manage the technology. Offer computer classes for seniors – perhaps SRC could provide volunteers to staff these.

The group recommended programs that allow seniors to interact with children – intergenerational programs, citing the SRC’s “Best Dressed Kids” clothing store, which is staffed by senior volunteers and gives foster kids new clothes, donated by local businesses.

Rural area seniors are dropped off at Courthouse Park downtown, across the street from the jail. The transit system needs to relocate the drop-off point for seniors to the location of the new library, so you do not have to figure out how to transfer busses.

#### 6. Interview with Wendy Eisenberg, Talking Books Library

In December 2002, the Library held a public forum on the future of the TBL, and whether or not to incorporate this service into the new Central Library. The public present was generally positive, although Wendy had reservations. Was concerned that the service would be planned as an “invisible” service, located in a staff work area. She feels not that if the service is given public exposure, it will be a good move to place the service in the new facility. It will gain more exposure and attract people who were not aware of the service.

Location at the new Central would give the Talking Books Library more accessibility to the public, more desk space, access to patron seating, with listening stations.. Need space for books, for machine packaging materials (for mail-out), space for staff, space for volunteers who repair and maintain the playback machines.

#### 7. Interview with Carolina Hogg, Fresno County Economic Development Department

The Central Library needs to support the County’s youth, particularly community college students who need access to scholastic resources, study space and distance learning opportunities. The Library also could be a major vehicle to implement the Department’s

goal to increase small business resources, providing technical assistance for budding entrepreneurs.

Special attention needs to be paid to West Fresno, which is experiencing unprecedented growth. This area is directly west of the Downtown Triangle, the site of the proposed new Central Library. Fifteen new K-12 schools are being built over the next decade in this area, which has not one branch library.

#### 8. Interview with Jacque Smith, Comprehensive Youth Services

Comprehensive Youth Services is an agency that is responsible for detection and prevention of child abuse in the county. It serves children between the ages of 3 and 18. An estimated 16,000 youth at risk for abuse live in Fresno County.

The Library could serve these children most effectively by offering homework help and coaching and after-school programming. Many are academically at-risk. Any service that encourages improving reading and study skills will be beneficial. Programs and events that draw children and youth to the Library could use a “sports connection” - Grizzlies players or CSUF Bulldogs players.

CYS and other non-profit organizations in the community need access to meeting room space – large, medium and small spaces for a variety of training events and conferences. The Library could offer a tremendous community service by providing such spaces.

#### 9. Adult Learners Focus Group

Participants represented several categories of students: GED prep, ESL, computer, criminal justice and nursing students. Most students have no access to a computer except at the public library. Several use the Central Library’s computers on a regular basis. The Adult School has no library on campus.

Students recommended that the Library provide larger collections of test preparation books, materials to support school assignments, materials in Spanish both for adults and children, career guidance materials. The book collection overall needs to be more current and offer more choices. A well-rounded Spanish language collection is needed, with popular fiction and nonfiction. Also, better collections in Russian, Chinese, Portuguese.

More programming for children was requested, at times that parents could bring their children to the Library and study while the programming occurs. Day care – parents want to be close to their children while they study. Parents want to be assured that their children are safe while they study. Perhaps a child care service could be implemented. Several parents present said they would be glad to volunteer in such a center.

Additional computers and longer time periods for computer use were mentioned. A larger video and DVD collection was also requested, with more educational videos and a place to watch videos and DVDs at the Library.

Offer classes to prepare for the GED. Perhaps the Adult School could provide instructors for classes held at the Library.

Make the library convenient to bus transportation.

#### 10. People with Disabilities Focus Group

Participants included blind, visually impaired and hearing impaired individuals, some of whom work for the Department of Rehabilitation, the Deaf and Hard of Hearing Services Center and the Talking Books Library.

Services requested for the new Library included accessible computers, including text-to-speech software programs, accessibility software such as JAWS, Zoomtext, and SuperNova, as well as training on how to use them. Space for the Talking Books Library is needed within the Central Library, expanded from its current space. The Talking Books space needs easy access from outside the building, but must also be somewhat protected from people who casually wander in.

The Library needs drop off space for passengers at the entrance, for paratransit vehicles and parking. Excellent lighting and clear signage is very important.

Locate assistive listening devices in the meeting rooms, similar to new Woodward Branch, which has a built in FM system. Provide an assistive listening FM system and interpreters for guided tours through the building. Consider “talking signs” for the building, as well, and a visual building directory that would allow deaf visitors to orient themselves.

Design the building with navigation by the disabled in mind – avoid complex pathways and elements that overhang or impinge on the walkway, elements that a blind person cannot detect with a cane.

#### 11. Teen Focus Group, Computech Middle School

Twenty middle school students offered suggestions on how to draw youth to the new Library:

Give us our own room, with comfy, modern furniture and video games that circulate. Provide a manga book collection, complete sets of series books and books that have been made into movies. Allow us to watch movies with snacks. Have a place to buy and eat hot chocolate and sandwiches.

Have a book discussion group and clubs for teens and bring in speakers who are writers we know and like.

Provide space where we can study, where we can listen to our Walkmans, large tables to study together and use our laptops. Provides space for noise and space for quiet study.

Better access to computers for Internet access, listings of good research websites for students to use. We need to use computers for school 2 to 3 times each week. Provide software for writing and preparing school assignments – timeline maker, Appleworks). We need a room with report-making equipment and supplies (laminator, binding machine, glue sticks, scissors, supplies you can buy)

Have a space like Barnes & Noble or Borders – this is where everyone goes because it has everything, a good selection of books (the library's books are all beat up) and friendly people to help you. We need a wide selection of books, an updated collection. Make the whole Library clean and fresh smelling.

## 12. Saroyan Society Focus Group

The Saroyan Society is a non-profit, public service organization, which is dedicated to promoting the life, times and literary works of William Saroyan, the Pulitzer-prize winning author and playwright. The society encourages exploration of the human values depicted in Saroyan's writing, responds to the needs of the Library, and sponsors events with or without the Library's participation.

The Society hopes that a new library building will provide a special and expanded place to store and display the Saroyan collection in a way that will allow the Society to build connections with the Fresno community. A room is needed adjacent to or within the California History area in which artifacts, manuscript material and other items associated with Saroyan and his work can be displayed in secure, environmentally controlled conditions. The Society is more concerned with programming and events than in developing a research facility for Saroyan. Programming and meeting room space is crucial, for audiences of 300 people, both adults and children, who are attending plays, readings, symposiums, writing contest events and possibly distance learning events held in cooperation with the University.

There is a desire for a special space that can honor Saroyan by accommodating a display of art and artifacts and to display selections from his writings. There is also need for environmentally controlled, secure storage for the collection, which is expected to remain essentially at its current size.

## 13. Interview with Walt Perry, Metro Ministry

Fresno is a community with considerable poverty. Between 30% and 40% of Fresno adults live below the poverty line, and 50% of children in Fresno are poor. There are many homeless people, but very few shelters. There is a low level of education and literacy. There is enormous cultural diversity, with 106 different languages being spoken. Many people are unemployed (usually hovers around 14%) and many more are underemployed as the working poor. The underemployed have no health insurance, no sick leave or vacation and no financial safety nets. The population is moving north, as are commercial services, leaving the poor behind.

The new Library can serve the community in numerous ways:

- Adults need computer access and training—in multiple languages.
- The library should provide free or very inexpensive gathering places where people can have conversations, play games, view interesting programs.
- The community needs places that encourage children and adults to interact in positive ways—programs, reading, visiting.
- The library must be perceived as a welcoming and safe place
- Provide sufficient and free/inexpensive parking

- Try to have a bus stop near the building

#### 14. Interview with Steve Barile and Connie Hales, Fresno Poetry Center

This discussion centered on ways to honor and highlight poetry in the new Library and to reflect the breadth of work of Fresno area poets. Fresno has been home to a number of talented poets for several decades and there is a surprisingly high interest level in poetry within the community. The new Library needs to respond to this interest in both its collection and in its programming.

There should be an active collection of Fresno poets' published works as well as pertinent magazines, videos and recorded readings. More importantly, a room or space is needed in which readings could occur, with lounge seating for audiences of 50, display cases and historic photos. The space needs to be close to the literature section. This could be an open access space that would be a simple reading area unless a program is happening. Grad students from the University and writers could work with kids and teens at the Library, perhaps offering programs for those age groups. Rap and hip hop poetry programs could take place in the Library teen or children's space.

#### 15. Teachers Focus Group

Six teachers participated, from schools throughout the County and within the city of Fresno. All but one teach at schools that serve highly diverse students and families. Most students are Hispanic, Asian or non-Hispanic White. Many students speak English as a second language. For most students, there are few, if any, books in the home, and families do not have a culture of reading. Each school, however, has some voracious readers, who rely on the school library and the public library for extensive reading materials. In one area with a large community of Hmong families, the closest public library is approximately 5 miles away. Often, the students' challenge it is not about having books to read, but about being motivated to read—holding reading as a value.

The school libraries struggle to build and maintain collections—there is enormous variation in the collections, with some schools able to provide less than 1 volume per student, while more affluent schools may have up to 10 volumes per student. Most of the school library collection levels fall somewhere between these extremes. Collections can be quite dated, but with so little money to replace books, weeding is done with great care so that if something still has value (classic literature) it may remain in the collection even if it is from the 1930's or even earlier. These are lean times for the school libraries, with most receiving only \$1.50 per student for collections.

School libraries' access to technology is generally stronger than their book collections. State funding has helped to purchase computers, which are heavily used by students. The schools offer a solid selection of subject databases, though not as many as the public library.

Students use their school libraries heavily, with as many as 3,500 visitors passing through the library entry gate during a busy week. Teaching faculty also use the libraries for lesson planning and for class instruction visits.

In addition to school day usage (usually 7:30 a.m. to 3:30 p.m.) some school libraries offer extended hours, staying open until 5:00 p.m. At the Roosevelt School Library,

some evening and Saturday hours are offered during peak assignment times. Families also use the school libraries. Computer training and ESL classes are offered to parents in the libraries.

Participants discussed the Central Library's ability to serve their students. Several reported that the Central Library is the closest public library to their students' homes. Their students report that the Central Library is too old, crowded and "smelly". They have to wait to use computers and it is difficult to find seats where they can work together on assignments without being asked to be quiet. The collections are generally thought to be strong, though the arrangement can make them difficult to locate. It is also good that everyone can receive items from throughout the system at their home library.

At the school libraries they frequently use the public library website to look things up. It's nice to know that the books they need exist and are available, but it is frustrating that there is no interlibrary loan system/shared borrowing system in place. One teacher noted that she likes the feel of the Central Library—the old materials like marble and wood and tile.

The group suggested ways that the new Library could serve students:

- Set-up a shared borrowing program so that students can easily borrow from the collections, with delivery service at the school libraries
- Continue and enhance collaboration on library programs and to encourage students and families to use the public library
- Provide staff who speak multiple languages so that families feel welcome and comfortable
- Build a younger, more "hip" staff that students can relate to—young and multi-ethnic
- Sponsor a tutor program—use young people and people who speak multiple languages
- Include signs in several languages
- Provide a coffee bar and snacks, like Borders Books
- Provide viewing rooms so that people can watch videos/DVDs at the library
- Provide display space and program space so that there can be thematic events, e.g. Dr. Seuss' birthday
- Keep the shelves at medium height - people don't like to have to use a stool to reach the books
- Offer graphic novels
- Offer "me-centered" collections that interest teens—beauty, relationships, health
- Offer collections that support school curricula
- Offer a strong collection on Fresno area history
- Include group study rooms that will seat about 6 people at a time
- Include low, family tables and places where parents can read with children
- Include a quiet zone for study
- Plan for program space and then have free programs that will draw children and families and student performance programs that will draw parents
- Have something exciting going on at the front door, right after you walk in, that will encourage people to come inside (little performances, music, contests, etc.)

16. Interview with Gigi Gibbs, Fresno County Community Development Department



Many groups will visit the facility and its neighbors, if it is in the arts and cultural district, and will stay in the area for a long time. Provide a café – these people will need a place to eat and drink. It is also important to have a box lunch eating space for those who bring their own food.

Pay attention to local history – collections will come out of the woodwork. There are expectations for a Saroyan Center of some sort.

To be successful, the new library must have parking that is easy, on one level.

The Central Library has to be different from a branch library, to give people a reason to go there, a place to do big research projects, a place with warmth. People need to understand that this facility will be different from every other library in the community. Downtown will be Fresno's entertainment and cultural destination area – it must be unique, not a retail center, but a place that people will want to bring their families.

Design the Library for comfort - "Barnes and Noble is serving as the public library in this town".

#### 17. Interview with Richard Kreighbaum, United Way of Fresno County

Over the last three years, the County has undertaken an important community planning process -the Collaborative Regional Initiative (CRI), funded by the Irvine Foundation.

The Initiative has identified a number of goals, some of which have significant implications for the Library:

One goal relates to Literacy - "Read Fresno", with the goal that every child will read @ grade level by the end of 3<sup>rd</sup> grade. This is the Initiative's top priority. Another goal relates to jobs – the Regional Jobs Initiative, with the goal of creating 30,000 net new jobs at a salary of \$29,000 or higher. Another CRI goal, though a lower priority, is to address "Livability" issues in the county. The new Library and its services need to be designed to support these goals.

In approximately 60% of low-income homes in Fresno, there are no books, and consequently no culture of reading. "Read Fresno" wants to address literacy issues in a number of ways. One plan is to distribute books to low income children—these are meant to encourage reading and also to begin to create an expectation of ownership. Ownership of books rather than always borrowing them from the library is meant to foster a new mind-set. It is hoped that this will lead to a belief that it is possible to own a home and other necessities of life rather than always renting or borrowing. This is not to downplay the importance of the public library as a lending library. That also needs to be promoted for improved literacy. United Way will manage the book gifting, with the books being distributed through other services such as Boys/Girls Clubs and others. This will allow staff to match them to the books in terms of interests and reading skills. Another program to support literacy is the development of a mentor corps for the public schools. Emphasis will be placed on the fifty lowest performing schools in the county, with thousands of volunteers being trained and deployed to the schools to read with students.

The library should work with CRI leaders to plan complementary services—not to compete or duplicate. The library should plan for space that will allow for programs that

promote reading and family literacy—maybe some programs for parents and children together and other programs where a parent can be working on one thing (perhaps computer training) while a child attends a story time or something similar. Locating the library in the Arts and Culture District could be very positive, so that families can visit a variety of life-enriching sites in one, walkable area. There should be collaborative programs between the agencies located there.

#### 18. Arts and Cultural District Leaders Focus Group

District planning is focused on creating an Arts and Cultural “Campus”, a unified, collaborative campus of distinct, but related programs to include a planned Historical Museum, the renovated/enlarged Fresno Metropolitan Museum, Arte Americas, and the renovated broadcast station of KVPT (public television station). The campus is also the preferred site for the new Library.

To be effective, the campus should have common design elements and shared landscape architecture that will give continuity to the area.

There is an awareness that the district will need to include amenities that draw visitors, such as a café and gift shops or perhaps a shared gift shop. All meeting attendees agreed that they will need to have a café, but it is hoped that this can be outsourced so that each program can concentrate on its services and let a professional plan and manage food services.

There is growing interest and enthusiasm for the district, and there have been a number of successful, well-attended programs, such as the “Art Hop” on the first Thursdays of each month, with all area galleries and museums open and offering free admission.

Parking will be very important and must be planned so that it encourages visitors rather than discouraging them will too few spaces and/or too high fees. Also, public relations work will need to be done on the perception of downtown Fresno, which is viewed as having parking problems, crime and safety issues.

During the day, the audience for the district will be young, grades K-12, and this will have implications for planners:

- Many school groups
- Bus transportation and parking
- Amenities that will appeal to children
- Safety and control planning

The Met will not have a performance space, but will have a lecture hall to seat 150 people for Met-sponsored events. There will also be a multi-purpose room for about 16 people, and 5 classrooms

KVPT will be adding a new channel, PBSU, for University productions and distance learning. It will be important for all of the district’s institutions to be connected with fiber optics for video distribution so that any program at any of the locations can be broadcast to multiple sites.

The historical museum will have classrooms, which can be assigned to teachers for a whole day or longer. The idea is to get away from the traditional museum visit of unloading the bus and herding the students through with a docent. Instead, the classrooms will allow for real teaching and in-depth, extended projects. The historic focus of the museum will be on California history, but will also have significant information/exhibits relating to U.S. history.

The Historical Society finds that there is tremendous interest in history based programs. So, it will be important that the district have a true theatre. If the library has a theatre the museum will not, but if there is not one in the library, then the museum will want to include that in its facility planning. The theatre should include the following:

- Seating capacity of approx. 300 people
- Slanted floor with fixed theatre seats
- Stage, sound & lighting appropriate for quality performances

#### 19. Fresno County Genealogy Society Focus Group

The Society has a contract with the Library to catalog and house their materials. Has a symbiotic relationship with the California Room and is the foremost genealogy library in the Central Valley, with visitors from all over the world. The Society wants to continue the working relationship with the Library.

Currently, the Society cannot acquire everything they need due to space limitations. Items are interfiled and ownership is designated with an ownership stamp. The genealogy collection is not weeded, nor is local history – both collections cumulate, but the genealogy collection is not archival.

Needs include:

- A locker area for visitors to place their briefcases and backpacks.
- Open shelving space for the entire collection.
- Laptop computer plug-in capacity at each seat, with lock-down capacity so visitors can consult resources throughout the space without needing to take their equipment with them.
- Generously sized research tables.
- Adjustable height seats.
- Work surfaces on either side of microfilm reader/printers, with task lighting.
- Combined service desk with California history, with visibility from the staff work area.
- Light dimmers in the microfilm reader area.
- Flexible equipment tables that can accommodate either microfilm equipment or computer equipment, since genealogy resources are moving increasingly toward the Internet.
- Decent work and storage space for the genealogy staff and volunteers.
- Public meeting and programming space to accommodate audiences of 200 people.
- One copy machine for the public and one for the staff.
- Access to media presentation equipment for computer based training.
- Higher level of security than in current building, with a set of security barriers at the entrance to the California History/Genealogy space.
- Space in the open area for several card catalog cabinets that contain the obituaries file.

APPENDIX B1  
Fresno Central Library Collection Growth Plan

	Adult	Teen	Children	Total
<b>Total Book &amp; Media Collection:</b>				919,500
<b>Media</b>				61,500
<b>Books</b>				858,000
Books	729,300	25,740	102,960	858,000
A85%/YA3%/J12%				
Media	46,125	4,305	11,070	61,500
A75%/T7%/J18%				
<b>Total</b>	<b>775,425</b>	<b>30,045</b>	<b>114,030</b>	<b>919,500</b>
<b>% of Total Collection</b>	<b>84%</b>	<b>3%</b>	<b>12%</b>	
<b>Books</b>	<b>Adult</b>	<b>Teen</b>	<b>Children</b>	<b>Total</b>
Browsing/New Books	30,000	800	400	31,200
Fiction	90,200	6,000	12,000	108,200
Mysteries, SciFi, Westerns, Series	16,760	3,000	3,000	22,760
Nonfiction/Biographies/Holidays	409,505	8,700	32,000	450,205
Oversize	4,500			4,500
Careers and Jobs/Test Prep	10,000			10,000
World Languages	32,500	1,400	7,200	41,100
New Americans/ESL	7,500			7,500
Large Type	10,000		220	10,220
Paperbacks	10,000	4,000	4,000	18,000
Literacy/Easy Books	7,500	1,490		8,990
Parent	1,200	300		1,500
Fairytales			4,000	4,000
Picture Books			17,500	17,500
Board Books			2,275	2,275
In Between			8,750	8,750
I Can Read			3,500	3,500
Reference	35,635	50	1,215	36,900
Business Reference/Investments	4,000			4,000
Talking Books Reference	50			50
California History & Genealogy	59,500			59,500
Saroyan Room	500			500
Special Collections (Children's)			6,900	6,900
<b>Total Books</b>	<b>729,350</b>	<b>25,740</b>	<b>102,960</b>	<b>858,050</b>
<b>Audiovisual Media</b>				
Videos/DVDs	20,000	500	5,000	25,500
Language Learning Video/DVDs	500		250	750
Music on Compact Discs	10,000	2,500	1,500	14,000
Books on CD/Tape, F & NF	10,000	500	1,000	11,500
Language Learning Audio	750		250	1,000
Book & Cassette Kits	0		1,000	1,000
New Media Formats	4,875	575	2,300	7,750
<b>Total AV</b>	<b>46,125</b>	<b>4,075</b>	<b>11,300</b>	<b>61,500</b>
<b>Total Books &amp; AV Media:</b>	<b>775,475</b>	<b>29,815</b>	<b>114,260</b>	<b>919,550</b>
Recorded Books (Talking Book)	38,500	4,000	7,500	50,000

APPENDIX B2  
Fresno Central Library Collection and Shelving Needs

All shelves = 3 ft long, except retail display @ 5 ft										
Each section = single-sided, calculated @10.3 or 11.25 SF; retail display shelving @ 25 SF per S/S section										
		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/LF	LF Needed	S/S Sections Needed	SF Needed	SF/Sec
	<b>Circulating Books</b>									
	<b>Adult Books</b>									
1.10	Browsing Collection - Fiction	6,000	50%	3,000	casters**	5	600	30.0	750.0	25
1.10	Browsing Collection - Fiction	12,000	50%	6,000	78"/6 sh	6.5	923	51.3	576.9	11.25
1.10	Browsing Collection - Nonfiction	3,000	50%	1,500	casters**	5	300	15.0	375.0	25
1.10	Browsing Collection - Nonfiction	9,000	50%	4,500	78"/6 sh stationary shelves	6.5	692	38.5	432.7	11.25
3.5	Fiction for Adults	76,670	70%	53,669	84"/6sh	8	6,709	372.7	3,838.8	10.3
3.5	Genre (Mystery,SciFi,Westerns,Short Stories)	14,246	70%	9,972	84"/6sh	8	1,247	69.3	713.3	10.3
L.6A	Fiction for Adults - secondary collection	13,530	90%	12,177	84"/6sh , compact	8	1,522	84.6	507.4	6
L.6A	Genre - secondary collection	2,514	90%	2,263	84"/6sh , compact	8	283	15.7	94.3	6
3.6	Nonfiction Adults 000-899, 3rd Floor - open stacks	243,655	75%	182,742	84"/6sh	8	22,843	1,269.0	13,071.1	10.3
L.6A	Nonfiction Adults 000-899, 3rd Floor - secondary collection	42,998	90%	38,698	84"/6sh , compact	8	4,837	268.7	1,612.4	6
4.6	Nonfiction Adults 900-999/biog, 4th Floor - open stacks	104,424	75%	78,318	84"/6sh	8	9,790	543.9	5,601.9	10.3
L.6A	Nonfiction Adults 900-999/biog, 4th Floor - secondary collection	18,428	90%	16,585	84"/6sh, compact	8	2,073	115.2	691.0	6
4.6	Oversize Books	4,500	75%	3,375	84"/5sh	7	482	32.1	331.1	10.3
3.8	Career Books/Test Preparation	10,000	67%	6,700	84"/6sh	8	838	46.5	479.2	10.3
1.13	World Languages - Fiction	16,250	67%	10,888	78"/6 sh	8	1,361	75.6	778.8	10.3
1.13	World Languages - Nonfiction	16,250	67%	10,888	78"/6 sh	8	1,361	75.6	778.8	10.3
1.13	New Americans /ESL	7,500	67%	5,025	78"/6 sh	8	628	34.9	359.4	10.3
3.5	Large Type	10,000	75%	7,500	84"/6sh	8	938	52.1	536.5	10.3
1.10	Paperbacks in Browsing	5,000	67%	3,350	66"/blt-in spinners w 6 tiers*	16	209	11.6	119.8	10.3
3.5	Paperbacks, Fiction & Genre	5,000	67%	3,350	66"/blt-in spinners w 6 tiers*	16	209	11.6	119.8	10.3
1.14A	Literacy Collection/Easy Books F & NF	7,500	67%	5,025	78"/6 sh	8	628	34.9	359.4	10.3
2.1N	Parent Collection	1,200	75%	900	66"/5sh	8	113	7.5	77.3	10.3
	<b>Adult Circulating Books Subtotal:</b>	<b>629,665</b>		<b>466,423</b>			<b>58,585</b>	<b>3,256</b>	<b>32,205</b>	

APPENDIX B2  
Fresno Central Library Collection and Shelving Needs

All shelves = 3 ft long, except retail display @ 5 ft										
Each section = single-sided, calculated @10.3 or 11.25 SF; retail display shelving @ 25 SF per S/S section										
		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/LF	LF Needed	S/S Sections Needed	SF Needed	SF/Sec
<b>Teen Books</b>										
2.2C	Teen Browsing F & NF	800	50%	400	60"/4 sh - mobile unit, on casters**	5	80	4.0	100.0	25
2.2C	Teen Fiction	5,850	70%	4,095	78"/6 sh	8	512	28.4	292.9	10.3
2.2C	Teen Genre	2,900	70%	2,030	78"/6 sh	8	254	14.1	145.2	10.3
2.2C	Teen Nonfiction	8,450	75%	6,338	78"/6 sh	8	792	44.0	453.3	10.3
2.2C	Teen Parent	300	75%	225	78"/6 sh	8	28	1.6	16.1	10.3
2.2C	Teen World Languages	1,400	75%	1,050	78"/6 sh	8	131	7.3	75.1	10.3
2.2C	Teen Literacy/Easy Books	1,490	75%	1,118	78"/6 sh	8	140	7.8	79.9	10.3
2.2C	Teen Paperbacks/Graphic Novels/Manga	4,000	50%	2,000	66"/blt-in spinners w 6 tiers*	16	125	6.9	71.5	10.3
<b>Total Teen Books</b>		<b>25,190</b>		<b>17,255</b>			<b>2,062</b>	<b>114</b>	<b>1,234</b>	
<b>Children's Books:</b>										
2.1D	Children's Browsing	400	50%	200	60"/4 sh - mobile unit, on casters**	5.0	40	2.0	50.0	25
2.1D	Fiction	12,000	70%	8,400	66"/5sh	10	840	56.0	576.8	10.3
2.1D	Genre/Series	3,000	70%	2,100	66"/5sh	10	210	14.0	144.2	10.3
2.1E	Nonfiction/Biographies/Holidays	32,000	75%	24,000	66"/5sh, 12" dp	10	2,400	160.0	1,800.0	11.25
2.1K	Fairytales	4,000	75%	3,000	45"/3sh, 12" dp	15	200	22.2	250.0	11.25
2.1D	Large Type	220	75%	165	66"/5sh	10	17	1.1	11.3	10.3
2.1G	Children's World Languages F & NF	7,200	70%	5,040	66"/5sh, 12" dp	15	336	22.4	252.0	11.25
2.1L	Picture Books	17,500	75%	13,125	45"/3sh, 12" dp	15	875	97.2	1,093.8	11.25
2.1L	Board Books	2,275	75%	1,706	45"/3sh	15	114	12.6	130.2	10.3
2.1D	In Between	3,500	70%	2,450	45"/3sh	15	163	18.1	186.9	10.3
2.1D	I Can Read	8,750	70%	6,125	45"/3sh	15	408	45.4	467.3	10.3
2.1D	Paperbacks	4,000	65%	2,600	66"/blt-in spinners w 6 tiers*	16	163	9.0	93.0	10.3
<b>Total Children's Books</b>		<b>94,845</b>		<b>68,911</b>			<b>5,765</b>	<b>460</b>	<b>5,055</b>	
<b>Total Circulating Books:</b>		<b>749,700</b>		<b>552,590</b>			<b>66,412</b>	<b>3,831</b>	<b>38,494</b>	

APPENDIX B2  
Fresno Central Library Collection and Shelving Needs

All shelves = 3 ft long, except retail display @ 5 ft										
Each section = single-sided, calculated @10.3 or 11.25 SF; retail display shelving @ 25 SF per S/S section										
		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/LF	LF Needed	S/S Sections Needed	SF Needed	SF/Sec
	<b>Reference Book Collections:</b>									
1.8	Welcome/Information Desk - @ desk	25	100%	25	45"/3sh, built into desk	7	4	0.6	6.1	10.3
1.15A	Talking Book Reference	50	100%	50	45"/3sh, built into desk	7	7	0.8	8.2	10.3
2.1B	Children's Reference - @ desk	25	100%	25	45"/3sh, built into desk	7	4	0.6	6.1	10.3
2.1H	Children's Reference on higher shelves	789	100%	789	66"/4sh, 12" dp	7	113	9.4	105.7	11.25
2.1H	Children's Reference on lower shelves	376	100%	376	45"/3 sh, 12" dp	7	54	6.0	61.5	10.3
2.1H	Children's Special Collections	340	100%	340	66"/4sh, 12" dp	7	49	4.0	45.5	11.25
2.5	Children's Secondary Collection	6,560	100%	6,560	84"/6sh	10	656	36.4	375.4	10.3
1.13	World Languages Reference - @ desk	25	100%	25	45"/3sh, built into desk	7	4	0.6	6.1	10.3
1.13	World Languages Reference	1,000	100%	1,000	78"/6 sh	8	125	6.9	71.5	10.3
2.2C	Teen Reference	50	100%	50	45"/3sh, built into desk	7	7	1.2	12.3	10.3
2.5	Teen Secondary Collection	500	100%	500	84"/6sh	10	50	2.8	28.6	10.3
3.2A	Information Desk, 3rd Floor - @ desk	25	100%	25	45"/3sh, built into desk	7	4	0.6	6.1	10.3
3.2B	Reference Collection, 3rd Floor - open stacks, low	7,240	100%	7,240	45"/3 sh	7	1,034	114.9	1,183.6	10.3
3.2B	Reference Collection, 3rd Floor - open stacks, high	14,729	100%	14,729	84"/6sh	7	2,104	116.9	1,204.0	10.3
3.2C	Business Reference/Investments/Directories	4,000	100%	4,000	84"/6sh	7	571	31.7	327.0	10.3
3.2B	Telephone Directories	700	100%	700	45"/3 sh	7	100	11.1	114.4	10.3
3.8	Career Center Reference - @ Desk	25	100%	25	45"/3sh, built into desk	7	4	0.6	6.1	10.3
3.8	Career Center Reference	1,000	100%	1,000	84"/6sh	7	143	7.9	81.7	10.3
3.13	Telephone Reference	200	100%	200	66"/4sh or shelving wheel	7	29	2.4	24.5	10.3

APPENDIX B2  
Fresno Central Library Collection and Shelving Needs

All shelves = 3 ft long, except retail display @ 5 ft										
Each section = single-sided, calculated @10.3 or 11.25 SF; retail display shelving @ 25 SF per S/S section										
		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/LF	LF Needed	S/S Sections Needed	SF Needed	SF/Sec
3.12	3rd Floor - closed stacks	1,250	100%	1,250	84"/6sh	7	179	9.9	102.2	10.3
4.2A	Information Desk, 4th Floor - @ desk	25	100%	25	45"/3sh, built into desk	7	4	0.6	6.1	10.3
4.2B	Reference Collection, 4th Floor - open stacks, low	3,186	100%	3,186	45"/3 sh	7	455	50.6	520.9	10.3
4.2B	Reference Collection, 4th Floor - open stacks, high	6,479	100%	6,479	84"/6sh	7	926	51.4	529.6	10.3
4.3A	Periodicals & Government Documents - @ desk	25	100%	25	66"/4sh	7	4	0.3	3.1	10.3
4.3B	Periodicals & Government Documents - open stacks	500	100%	500	84"/6sh	7	71	4.0	40.9	10.3
4.14	4th Floor - closed stacks	1,250	100%	1,250	84"/6sh	7	179	9.9	102.2	10.3
4.12A	California History and Genealogy @ desk	25	100%	25	45"/3sh, built into desk	7	4	0.6	6.1	10.3
4.12A	California History and Genealogy - open stacks, low	3,902	100%	3,902	45"/3 sh	7	557	61.9	637.9	10.3
4.12A	California History and Genealogy - open stacks, high	7,973	100%	7,973	84"/6sh	7	1,139	63.3	651.8	10.3
4.12F	California History and Genealogy - closed stacks	40,163	100%	40,163	84"/5sh	7	5,738	382.5	3,939.8	10.3
4.12F	California History and Genealogy - closed stacks, oversize	4,463	100%	4,463	84"/4sh	7	638	53.1	547.2	10.3
4.12G	California History and Genealogy - vault items	2,678	100%	2,678	84"/5sh	7	383	25.5	262.7	10.3
4.12G	California History and Genealogy - vault items, oversize	298	100%	298	84"/4sh	7	43	3.5	36.5	10.3
4.12G	California History Newspaper backfiles	N/A	100%		84"/6sh, 15" d	n/a	648	36.0	432.0	12
4.12H	California History and Genealogy - Saroyan Room	500	100%	500	78"/6 sh	7	71	4.0	40.9	10.3
	Children's Reference & Special Collections Subtotal	7,374		7,374			772	46	487	10.3
	Adult/Teen Reference Subtotal:	42,283		42,283			6,001	426	4,385	10.3
	California History and Genealogy Subtotal	60,000		60,000			9,219	630	6,555	10.3
	<b>Reference Books Subtotal:</b>	<b>109,657</b>		<b>109,657</b>			<b>15,993</b>	<b>1,103</b>	<b>11,427</b>	<b>10.3</b>
	<b>Total Books</b>	<b>859,357</b>		<b>662,247</b>			<b>82,405</b>	<b>4,933</b>	<b>49,922</b>	<b>10.3</b>



APPENDIX B2  
Fresno Central Library Collection and Shelving Needs

All shelves = 3 ft long, except retail display @ 5 ft										
Each section = single-sided, calculated @10.3 or 11.25 SF; retail display shelving @ 25 SF per S/S section										
		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/LF	LF Needed	S/S Sections Needed	SF Needed	SF/Sec
<b>Media</b>										
<b>Adult Media:</b>										
1.11	DVDs	20,000	50%	10,000	78"/6 sh	10	1,000	55.6	572.2	11.25
1.13	Language Learning DVDs	500	50%	250	78"/6 sh	10	25	1.4	14.3	11.25
1.11	Music on Compact Discs	10,000	65%	6,500	66"/AV browse w 4 sh	20	325	27.1	279.0	11.25
1.11	Books on CD/Tape, F & NF	10,000	65%	6,500	78"/6 sh	7	929	51.6	531.3	11.25
1.13	Language Learning Audio	750	65%	488	78"/6 sh	7	70	3.9	39.9	11.25
1.11	New Media Formats	4,875	33%	1,609	66"/AV browse w 4 sh	15	107	8.9	92.1	11.25
<b>Total Adult Media:</b>		<b>46,125</b>		<b>25,346</b>			<b>2,455</b>	<b>148</b>	<b>1,529</b>	
<b>Teen Media</b>										
2.2C	DVDs - NF only	500	50%	250	78"/6 sh	10	25	1.4	14.3	11.25
2.2C	Music on Compact Discs	2,500	65%	1,625	66"/AV browse w 4 sh	20	81	6.8	69.7	11.25
2.2C	Books on CD/Tape, F & NF	500	65%	325	78"/6 sh	7	46	2.6	26.6	11.25
2.2C	New Media Formats	575	33%	190	66"/AV browse w 4 sh	15	13	1.1	10.9	11.25
<b>Total Teen Media:</b>		<b>4,075</b>								
<b>Children's Media:</b>										
2.1J	DVDs	5,000	65%	3,250	66"/5sh	10	325	21.7	223.2	11.25
2.1J	Music on Compact Discs	1,500	65%	975	66"/AV browse w 3 sh	20	49	5.4	55.8	11.25
2.1J	Books on CD/Tape, F & NF	1,000	75%	750	66"/5sh	8	94	6.3	64.4	11.25
2.1J	Book & Cassette Kits	1,000	65%	650	66"/4sh	6	108	9.0	93.0	11.25
2.1J	New Media Formats	2,300	33%	759	66"/AV browse w 3 sh	20	38	4.2	43.4	11.25
2.1G	Language Learning DVDs	250	70%	175	66"/5sh	8	22	1.5	15.0	11.25
2.1G	Language Learning Audio	250	75%	188	66"/5sh	8	23	1.6	16.1	11.25
<b>Total Children's Media:</b>		<b>11,300</b>		<b>6,559</b>			<b>636</b>	<b>48</b>	<b>495</b>	11.25
<b>Total Media Collection:</b>		<b>61,500</b>		<b>31,905</b>			<b>3,091</b>	<b>196</b>	<b>2,024</b>	
<b>Total Books &amp; Media:</b>		<b>920,857</b>		<b>584,495</b>			<b>69,503</b>	<b>4,027</b>	<b>40,518</b>	

APPENDIX B2  
Fresno Central Library Collection and Shelving Needs

All shelves = 3 ft long, except retail display @ 5 ft										
Each section = single-sided, calculated @10.3 or 11.25 SF; retail display shelving @ 25 SF per S/S section										
		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/LF	LF Needed	S/S Sections Needed	SF Needed	SF/Sec
<b>Other Collections:</b>										
<b>Periodicals &amp; Newspapers Current Issue Display</b>										
4.3B	Adult English Language Periodicals	400	100%	400	54"/ 4sh slanted	1	400	33.3	343.3	10.3
4.3B	Adult English Language Newspapers	24	100%	24	54"/ 4sh slanted	0.67	36	3.0	30.7	10.3
1.13	Adult World Languages Newspapers	12	100%	12	54"/ 4sh slanted	0.67	18	1.5	15.4	10.3
1.13	Adult World Languages Periodicals	48	100%	48	54"/ 4sh slanted	1	48	4.0	41.2	10.3
2.2C	Teen Magazines	30	100%	30	54"/ 4sh slanted	1	30	2.5	25.8	10.3
3.8	Career Magazines	24	100%	24	54"/ 4sh slanted	1	24	2.0	20.6	10.3
2.1O	Children's English Lang Magazines	24	100%	24	54"/ 4sh slanted	1	24	2.0	20.6	10.3
2.1G	Children's Languages Magazines	12	100%	12	54"/ 4sh slanted	1	12	1.0	10.3	10.3
2.1N	Parent Magazines	12	100%	12	54"/ 4sh slanted	1	12	1.0	10.3	10.3
<b>Total Mag &amp; Nsp Display:</b>		<b>586</b>		<b>586</b>			<b>604</b>	<b>50.3</b>	<b>518.2</b>	
<b>Periodicals &amp; Newspapers Backfiles</b>										
4.3B	Periodical Backfiles - open stacks	N/A	100%		84"/6sh, 12" d	n/a	2,952	164.0	1,689.2	10.3
4.14	Periodical Backfiles - closed stacks	N/A	100%		84"/6sh, 12" d	n/a	594	33.0	339.9	10.3
L.7A	Periodical Backfiles - closed stacks	N/A	100%		84"/6sh, 12" d, compact	n/a	1,782	99.0	594.0	6
L.7A	Periodical Backfiles - closed stacks	N/A	100%		84"/6sh, 15" d, compact	n/a	594	33.0	297.0	9
4.14	Newspaper Backfiles - closed stacks	N/A	100%		84"/6sh, 15" d	n/a	648	36.0	432.0	12
4.3B	Newspapers on Microfilm	12 cabinets	100%	12	microfilm cabinets, 11-drawer	n/a	216	12.0	432.0	36
							<b>6,786</b>	<b>377</b>	<b>3,784</b>	
<b>Government Documents</b>										
4.3B	Government Documents (US & CA) - print collection:									
4.3B	Open Access - freestanding shelves (50% collection)	120,000	100%	120,000	84"/6sh	N/A	1,350	75.0	772.5	10.3
4.3B	Open Access - compact shelving	480,000	100%	480,000	84"/6sh, compact	N/A	6,075	337.5	2,025.0	6
L.6A	Closed Access - freestanding shelving (50% collection)	120,000	100%	120,000	84"/6sh	N/A	1,350	75.0	772.5	10.3
L.6A	Closed Access -compact shelving	480,000	100%	480,000	84"/6sh, compact	N/A	6,075	337.5	2,025.0	6
4.3B	Open access - Documents on microfiche/CDRom	N/A	N/A	N/A	microfiche cabinets, 8-drawer	N/A	N/A	5.6	100.8	18
4.14	Closed access - Documents on microfiche/CDRom	N/A	N/A	N/A	microfiche cabinets, 8-drawer	N/A	N/A	22.4	403.2	18
4.3B	Documents on microfilm	N/A	N/A	N/A	microfilm cabinets, 11-drawer	N/A	N/A	2.0	72.0	36
							<b>14,850</b>	<b>855</b>	<b>6,171</b>	

APPENDIX B2  
Fresno Central Library Collection and Shelving Needs

All shelves = 3 ft long, except retail display @ 5 ft										
Each section = single-sided, calculated @10.3 or 11.25 SF; retail display shelving @ 25 SF per S/S section										
		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/LF	LF Needed	S/S Sections Needed	SF Needed	SF/Sec
	<b>Microfilm</b>									
4.12A	California History & Genealogy	shown as cabinets in spaces summary								
	<b>Microfiche</b>									
4.12A	California History & Genealogy	shown as cabinets in spaces summary								
	<b>Talking Book Library</b>									
1.15A	Recorded Books - Adult	38,500	55%	21,175	84"/8sh	6	3,529	147.0	1,514.6	10.3
1.15A	Recorded Books - Teen	4,000	55%	2,200	84"/8sh	6	367	15.3	157.4	10.3
1.15A	Recorded Books - Children's	7,500	55%	4,125	84"/8sh	6	688	28.6	295.1	10.3
2.15A	Library Professional Collection	575	100%	575	84"/6sh	8.0	72	4.0	41.1	10.3
2.10A	Youth Services Professional Collection	2,160	100%	2,160	84"/6sh	8.0	270	15.0	154.5	10.3
L.6A	Temporary Book Collection	12,000	75%	9,000	84"/6sh, 12" d, compact	n/a	1,782	99.0	594.0	6
1.19E	Bookmobile Collection	12,000	75%	9,000	84"/6sh	12.0	750	41.7	429.2	10.3
							7,457	351	3,186	10.3
	<b>Total Linear and Square Ft Needed:</b>						<b>99,200</b>	<b>5,660</b>	<b>54,177</b>	
* paperbacks are on spinners built in to standard shelving sections, each section holds 2 spinners with 288 volume capacity										
** new & popular books are displayed on DS retail-style units, 5' long x 3' deep - furniture not standard shelving										

APPENDIX B3  
Fresno Central Library Public Seating Needs

Space		Seating Type	# Tables	# Seats	SF/Seat	SF Needed
<b>Reader Seating:</b>						
<b>For Adults</b>						
1.10	Browsing/Marketplace	lounge chairs	0	6	38	228
1.10	Browsing/Marketplace	bench seats	0	6	38	228
1.10	Browsing/Marketplace	2-place tables, rectangular	6	12	38	456
1.10	Browsing/Marketplace	4-place tables, rectangular	2	8	38	304
1.11	Media Collection	bench seats	0	6	38	228
1.14A	Literacy Center	lounge chairs	0	4	38	152
1.14A	Literacy Center	1-place tables	12	12	38	456
1.14A	Literacy Center	2-place tables, rectangular	6	12	38	456
1.15A	Talking Book	lounge chairs	0	3	38	114
1.15A	Talking Book	2-place tables, rectangular	2	4	38	152
1.15A	Talking Book	4-place tables, rectangular	1	4	38	152
1.13	World Languages	lounge chairs	0	8	38	304
1.13	World Languages	2-place tables, rectangular	8	16	38	608
1.13	World Languages	4-place tables, rectangular	3	12	38	456
3.2B	Reference Collection - 3rd Floor	2-place tables, rectangular	18	36	38	1368
3.2B	Reference Collection - 3rd Floor	4-place tables, rectangular	8	32	38	1216
3.2C	Business Reference	lounge chairs	0	4	38	152
3.2C	Business Reference	1-place tables	6	6	38	228
3.2C	Business Reference	4-place tables, rectangular	2	8	38	304
3.5	Adult Fiction and Genre	lounge chairs	0	8	38	304
3.5	Adult Fiction and Genre	2-place tables, rectangular	10	20	38	760
3.5	Adult Fiction and Genre	4-place tables, rectangular	3	12	38	456
3.5	Adult Fiction and Genre	window seats	0	2	38	76
3.6	Adult Nonfiction 000 - 899	lounge chairs	0	10	38	380
3.6	Adult Nonfiction 000 - 899	1-place tables, rectangular	8	8	38	304
3.6	Adult Nonfiction 000 - 899	2-place tables, rectangular	16	32	38	1216
3.6	Adult Nonfiction 000 - 899	4-place tables, rectangular	8	32	38	1216
3.6	Adult Nonfiction 000 - 899	window seats	0	2	38	76
3.7	Poetry Center	lounge chairs	0	24	38	912
3.7	Poetry Center	2-place tables, rectangular	6	12	38	456
3.7	Poetry Center	window seats	0	4	38	152
3.8	Career Center	lounge chairs	0	4	38	152
3.8	Career Center	1-place tables, rectangular	6	6	38	228
3.8	Career Center	2-place tables, rectangular	10	20	38	760

APPENDIX B3  
Fresno Central Library Public Seating Needs

Space		Seating Type	# Tables	# Seats	SF/Seat	SF Needed
4.2B	Reference Collection - 4th Floor	2-place tables, rectangular	16	32	38	1216
4.2B	Reference Collection - 4th Floor	4-place tables, rectangular	8	32	38	1216
4.3B	Periodicals and Government Documents	lounge chairs	0	26	38	988
4.3B	Periodicals and Government Documents	4-place tables, rectangular	5	24	38	912
4.3B	Periodicals and Government Documents	4-place tables, oversize	1	4	42	168
4.6	Adult Nonfiction 900 - 999; Biography	lounge chairs	0	10	38	380
4.6	Adult Nonfiction 900 - 999; Biography	1-place tables, rectangular	8	8	38	304
4.6	Adult Nonfiction 900 - 999; Biography	2-place tables, rectangular	16	32	38	1216
4.6	Adult Nonfiction 900 - 999; Biography	4-place tables, rectangular	8	32	38	1216
4.12A	California History and Genealogy Room	lounge chairs	0	4	38	152
4.12A	California History and Genealogy Room	2-place tables, rectangular	8	16	38	608
4.12A	California History and Genealogy Room	4-place tables, rectangular	6	12	38	456
4.12H	Saroyan Room	lounge chairs	0	4	38	152
4.12H	Saroyan Room	4-place tables, rectangular	2	8	38	304
<b>Adult Seating subtotal:</b>				<b>639</b>		<b>24298</b>
<b>For Teens</b>						
2.2A	Teen Space	4-place table, round	6	24	38	912
2.2A	Teen Space	teen lounge chairs	0	12	38	456
2.2A	Teen Space	2-place tables, rectangular	6	12	38	456
2.2A	Teen Space	window seats	0	4	38	152
<b>Teen Seating subtotal:</b>				<b>52</b>		<b>1976</b>
<b>For Children</b>						
2.1D	Children's Fiction	parent/child lounge chairs	0	4	38	152
2.1D	Children's Fiction	2-place tables, rectangular	3	6	38	228
2.1E	Children's Nonfiction	parent/child lounge chairs	0	2	38	76
2.1E	Children's Nonfiction	2-place tables, rectangular	5	10	38	380
2.1E	Children's Nonfiction	4-place tables, rectangular	3	12	38	456
2.1G	Children's World Languages	parent/child lounge chairs	0	4	38	152
2.1G	Children's World Languages	2-place tables, rectangular	2	4	38	152
2.1H	Children's Reference	1-place tables, rectangular	10	10	38	380
2.1H	Children's Reference	2-place tables, rectangular	3	6	38	228
2.1H	Children's Reference	4-place tables, rectangular	4	16	38	608
2.1J	Children's Media	parent/child lounge chairs	0	2	38	76
2.1K	Fairytales Collection	parent/child lounge chairs	0	2	38	76

APPENDIX B3  
Fresno Central Library Public Seating Needs

Space		Seating Type	# Tables	# Seats	SF/Seat	SF Needed
2.1K	Fairytale Collection	2-place tables, rectangular	1	2	38	76
2.1L	Picture Books	4-place toddler tables, round	4	16	38	608
2.1L	Picture Books	trestle table, 6-place	1	6	38	228
2.1L	Picture Books	parent/child lounge chairs	0	4	38	152
2.1L	Picture Books	children's hassock	0	8	38	304
2.1L	Picture Books	window seats	0	4	38	152
2.1M	Family Space	parent/child lounge chairs	0	2	38	76
2.1M	Family Space	2-place sofa loveseat	0	4	38	152
2.1M	Family Space	2-place tables, rectangular	2	4	38	152
2.1M	Family Space	4-place tables, rectangular	2	8	38	304
2.1M	Family Space	children's hassock	0	6	38	228
2.1N	Parenting Collection	parent/child lounge chairs	0	2	38	76
2.1N	Parenting Collection	2-place tables, rectangular	1	2	38	76
2.1O	Children's Magazines	parent/child lounge chairs	0	2	38	76
2.1O	Children's Magazines	2-place tables, rectangular	1	2	38	76
<b>Children's Seating subtotal:</b>				<b>150</b>		<b>5700</b>
<b>Group Study/Tutoring Rooms Seating:</b>						
2.1F	Children's Group Study Area	2-place tables, rectangular	6	12	38	456
2.1F	Children's Group Study Area	4-place tables, rectangular	2	8	38	304
2.3A	Group Study Room A - 2nd Floor	6-place conference table	1	6	20	120
2.3B	Group Study Room B - 2nd Floor	6-place conference table	1	6	20	120
2.3C	Group Study Room C - 2nd Floor	6-place conference table	1	6	20	120
2.3D	Group Study Room D - 2nd floor	4-place conference table	2	8	20	160
1.14C	Tutoring Room A	2-place tables, rectangular	1	2	38	76
1.14D	Tutoring Room B	2-place tables, rectangular	1	2	38	76
1.14E	Tutoring Room C	2-place tables, rectangular	1	2	38	76
1.14F	Tutoring Room D	4-place tables, rectangular	2	8	20	160
3.9A	Group Study A - 3rd Floor	6-place conference table	1	6	20	120
3.9B	Group Study B - 3rd Floor	6-place conference table	1	6	20	120
3.9C	Group Study C - 3rd Floor	6-place conference table	1	6	20	120
3.9D	Group Study D - 3rd Floor	4-place conference table	2	8	20	160
4.7A	Group Study A - 4th Floor	6-place conference table	1	6	20	120
4.7B	Group Study B - 4th Floor	6-place conference table	1	6	20	120
4.7C	Group Study C - 4th Floor	6-place conference table	1	6	20	120
4.7D	Group Study D - 4th Floor	4-place conference table	2	8	20	160

APPENDIX B3  
Fresno Central Library Public Seating Needs

Space		Seating Type	# Tables	# Seats	SF/Seat	SF Needed
<b>Group Study/Tutoring Rooms Seating:</b>				<b>112</b>		<b>1548</b>
<b>Reader Seating Total:</b>				<b>953</b>		
<b>Meeting Room/Programming Seating:</b>						
L.1B	Auditorium	fixed auditorium seats		350	12.5	4375
L.2A	Large Meeting Room	stacking chairs		250	14	3500
L.3A	Mid-size Meeting Room A	stacking chairs		50	15	750
L.3B	Mid-size Meeting Room B	stacking chairs		50	15	750
2.1Q	Children's Program Room	floor seating		75	10	750
2.1R	Children's Activity and Crafts Room	stacking chairs		45	15	675
2.2E	Teen Program Room	stacking chairs		100	11	1100
3.10	Conference Room - 3rd Floor	stacking chairs		24	20	480
4.8	Conference Room - 4th Floor	stacking chairs		24	20	480
<b>Reader Seating By Chair Type:</b>						
			<b>Adults</b>	<b>Teens</b>	<b>Children</b>	<b>Total</b>
	parent/child lounge chairs		0	0	24	24
	2-place sofa loveseat		0	0	4	4
	teen lounge chairs		0	12	0	12
	lounge chairs		115	0	0	115
	1-place tables, rectangular		40	0	10	50
	2-place tables, rectangular		258	12	48	318
	4-place tables, rectangular		212	0	44	256
	4-place table, round		0	24	0	24
	4-place toddler table, round		0	0	16	16
	trestle table, 6-place		0	0	6	6
	children's hassock		0	0	14	14
	window seats		8	4	4	16
	bench seats		12	0	0	12
	4-place & 6-place conference table seats		78	0	0	78
	<b>Total:</b>		<b>723</b>	<b>52</b>	<b>170</b>	<b>945</b>
					<b>Lounge</b>	197
					<b>Table</b>	650
					<b>Group</b>	98
	<b>Grand Total:</b>					<b>945</b>

APPENDIX B4  
Fresno Central Library Public Computer Needs

		Equipment Type	Units	SF/Seat	SF Needed
<b>Open Access Computers</b>					
1.8A	Public Computers - 1st Floor	sit-down workstations	30	38	1140
1.10	Browsing/Marketplace	stack-end workstations	6	16	96
1.11	Media Collection	sit-down workstations/multimedia stations	4	38	152
1.11	Media Collection	stack-end workstations	6	16	96
1.13	World Languages	sit-down workstations/multimedia stations	8	16	128
1.13	World Languages	stack-end workstations	4	16	64
1.14A	Literacy Center	sit-down workstations	6	38	228
1.14A	Literacy Center	stack-end workstations	2	16	32
1.15A	Talking Book	sit-down workstations, with adaptive technology enhancements	2	38	76
1.15A	Talking Book	sit-down workstations/multimedia stations	2	38	76
2.1C	Children's Computers	sit-down workstations in 2 groups of 10	20	38	760
2.1D	Children's Fiction	stack-end workstations	4	16	64
2.1E	Children's Nonfiction	stack-end workstations	4	16	64
2.1F	Children's Group Study Area	sit-down workstations	6	38	228
2.1G	Children's World Languages	stack-end workstations	2	16	32
2.1J	Children's Media	sit-down workstations/multimedia stations	4	38	152
2.1J	Children's Media	stack-end workstations	2	16	32
2.1K	Fairytale Collection	stack-end workstations	1	16	16
2.1L	Picture Books	stack-end workstations	2	16	32
2.1M	Family Space	sit-down workstations/multimedia stations	6	38	228
2.2B	Teen Computers	sit-down workstations/multimedia stations	16	38	608
2.2C	Teen Computers	stack-end workstations	2	16	32
2.2D	Teen Project Room	sit-down workstations/multimedia stations	4	38	152
3.2B	Reference Collection - 3rd Floor	stack-end workstations	4	16	64
3.2C	Business Reference	sit-down workstations	6	38	228
3.2C	Business Reference	stack-end workstations	2	16	32
3.4	Public Computers - 3rd Floor	sit-down workstations in 2 groups of 15	30	38	1140
3.5	Adult Fiction and Genre	stack-end workstations	12	16	192
3.6	Adult Nonfiction 000 - 899	stack-end workstations	18	18	324
3.7	Poetry Center	stand-up workstations	2	16	32
3.8	Career Center	sit-down workstations	8	38	304
3.8	Career Center	stack-end workstations	2	16	32
4.2B	Reference Collection - 4th Floor	stack-end workstations	4	16	64
4.3B	Periodicals and Government Documents	sit-down workstations for periodical research	8	38	304
4.3B	Periodicals and Government Documents	sit-down workstations for documents research	8	38	304
4.3B	Periodicals and Government Documents	sit-down workstations for map access	2	38	76
4.3B	Periodicals and Government Documents	stack-end workstations	4	16	64
4.5	Public Computers - 4th Floor	sit-down workstations in 2 groups of 14	28	38	1064
4.6	Adult Nonfiction 900 - 999; Biography	stack-end workstations	16	16	256
4.12A	California History and Genealogy Room	sit-down workstations	16	38	608
4.12A	California History and Genealogy Room	stack-end workstations	4	16	64
	<b>Open Access Subtotal:</b>		<b>317</b>		<b>9640</b>



APPENDIX B4  
Fresno Central Library Public Computer Needs

		Equipment Type	Units	SF/Seat	SF Needed
<b>Training Computers</b>					
1.8B	Computer Lab A		24	38	912
1.8C	Computer Lab B		24	38	912
	<b>Training Computers Subtotal:</b>		<b>48</b>		<b>1824</b>
<b>Total Public Computers:</b>			<b>365</b>		<b>11464</b>
<b>Other Public Equipment:</b>					
1.1C	Service Center/Tax Forms/Copier	CCTV	1	38	38
1.1C	Service Center/Tax Forms/Copier	copier	2	45	90
1.7A	Circulation/Self Checkout/Reserves	express checkout station	8	45	360
1.15A	Talking Book Library	Braille with CCTV	1	38	38
1.15A	Talking Book Library	Braille printer	1	38	38
2.1B	Children's Services Desk	express checkout station	2	45	90
2.1I	Children's Copy Machine	copier	2	45	90
2.1I	Children's Copy Machine	CCTV	1	38	38
2.2B	Teen Space	copier	2	45	90
2.2B	Teen Space	express checkout station	2	45	90
3.2A	Information Desk - 3rd Floor	express checkout station	2	45	90
3.3	Copy and Business Services Center	copier	4	45	180
3.3	Copy and Business Services Center	presentation workstation	4	45	180
3.3	Copy and Business Services Center	fax machine	1	24	24
3.3	Copy and Business Services Center	CCTV	1	38	38
4.3B	Periodicals and Government Documents	microfilm/fiche reader/printer	5	38	190
4.3B	Periodicals and Government Documents	microfiche copier	1	38	38
4.2A	Information Desk - 4th Floor	express checkout station	2	45	90
4.4	Copy Machines - 4th Floor	copier	2	45	90
4.4	Copy Machines - 4th Floor	CCTV	1	38	38
4.12A	California History and Genealogy Room	copier	1	45	45
4.12A	California History and Genealogy Room	microfilm/fiche reader/printer	4	38	152
4.12A	California History and Genealogy Room	CCTV	1	38	38
	<b>Other Subtotal:</b>		<b>49</b>		<b>2079</b>
	<b>Copy Machines:</b>		<b>13</b>		
	<b>Express Self Checkout Stations:</b>		<b>16</b>		
	<b>Microfiche/film Reader/printers:</b>		<b>9</b>		
	<b>Fax Machine:</b>		<b>1</b>		
	<b>Presentation Workstation:</b>		<b>4</b>		

APPENDIX B4  
Fresno Central Library Public Computer Needs

		Equipment Type	Units	SF/Seat	SF Needed
<b>Printers - networked</b>					
1.8A	Public Computers - 1st Floor	printer, print release & payment station	2	28	56
1.8B	Computer Lab A	printer, print release & payment station	1	28	28
1.8C	Computer Lab B	printer, print release & payment station	1	28	28
1.10	Browsing/Marketplace	receipt printer	4	0	0
1.11	Media Collection	printer, print release & payment station	1	28	28
1.11	Media Collection	receipt printer	8	0	0
1.13	World Languages	printer, print release & payment station	1	28	28
1.14A	Literacy Center	printer, print release & payment station	1	28	28
1.14A	Literacy Center	receipt printer	2	0	0
1.15A	Talking Book	printer, print release & payment station	1	28	28
2.1C	Children's Computers	printer, print release & payment station	2	28	56
2.1D	Children's Fiction	receipt printer	6	0	0
2.1E	Children's Nonfiction	receipt printer	6	0	0
2.1F	Children's Group Study Area	printer, print release & payment station	1	28	28
2.1G	Children's World Languages	receipt printer	2	0	0
2.1J	Children's Media	printer, print release & payment station	1	28	28
2.1J	Children's Media	receipt printer	2	0	0
2.1K	Fairytale Collection	receipt printer	1	0	0
2.1L	Picture Books	receipt printer	4	0	0
2.1M	Family Space	printer, print release & payment station	1	28	28
2.2B	Teen Space	printer, print release & payment station	1	28	28
2.2B	Teen Space	receipt printer	4	0	0
2.2D	Teen Project Room	printer, print release & payment station	2	28	56
3.2B	Reference Collection - 3rd Floor	receipt printer	4	0	0
3.2C	Business Reference	printer, print release & payment station	1	28	28
3.2C	Business Reference	receipt printer	2	0	0
3.4	Public Computers - 3rd Floor	printer, print release & payment station	2	28	56
3.5	Adult Fiction and Genre	receipt printer	8	0	0
3.6	Adult Nonfiction 000 - 899	receipt printer	16	0	0
3.7	Poetry Center	receipt printer	2	0	0
3.8	Career Center	printer, print release & payment station	1	28	28
3.8	Career Center	receipt printer	2	0	0
4.2B	Reference Collection - 4th Floor	receipt printer	4	0	0
4.3B	Periodicals and Government Documents	printer, print release & payment station	1	28	28
4.3B	Periodicals and Government Documents	receipt printer	4	0	0
4.5	Public Computers - 4th Floor	printer, print release & payment station	2	28	56
4.6	Adult Nonfiction 900 - 999; Biography	receipt printer	16	0	0
4.12A	California History and Genealogy Room	printer, print release & payment station	1	28	28
4.12A	California History and Genealogy Room	receipt printer	4	0	0
4.12H	Saroyan Room	printer, print release & payment station	1	28	28
<b>Receipt printers:</b>			<b>102</b>		
<b>Networked printers/print release/payment stations:</b>			<b>24</b>		

APPENDIX B5  
Fresno Central Library Service Level Recommendations

The table below summarizes the methodology behind the service level recommendations outlined in Section IV of the Needs Assessment.							
	Current Levels		Recommendations:				
	2004	2025	2040	2040	SF Allocation	SF Needed	SF Needed
			low	high		low	high
<b>Collections</b>							
service level: see Collection Growth Plan, 2004 - 2040							
circulating books	229,751	761,100	<b>761,100</b>	950,250			
AV media	10,563	61,500	<b>61,500</b>	62,900			
reference books (Adult & Children's)	40,904	36,900	<b>36,900</b>	34,850			
total books & AV media	281,218	859,500	<b>859,500</b>	1,048,000	@ 4 to 14 vol/SF (see vol/SF chart)	51,589	62,344
California History, Saroyan and Genealogy	30,406	60,000	<b>60,000</b>	60,000	@ 4 to 14 vol/SF	6,197	6,197
Government Documents*	2,329,004	2,400,000	<b>2,500,000</b>	2,500,000	(see vol/SF chart)	5,610	5,610
Periodical and Newspaper Back Files***	tbd	tbd	<b>tbd</b>	tbd		2,732	2,732
<b>Seating**</b>							
table/study	195	556	680	<b>680</b>			
lounge	9	139	170	<b>196</b>			
group study				<b>68</b>			
total	204	695	850	<b>944</b>	@ 38 SF/seat	32,300	35,872
<b>Computers</b>							
		72,412	88,342	88,342			
service level: 1 for every 500 people for local pop****		145	177	177			
1 for every 5,000 people for balance pop		220	270	270			
		365	446	446			
Internet workstations, open access	27	200	<b>265</b>	346			
Online catalogs	7	117	<b>50</b>	50			
Computer Lab/Training	20	48	<b>50</b>	50			
total	54	365	<b>365</b>	446	@ 38 SF/seat	13,870	16,948
<b>Programming/Meeting Room Seats</b>							
auditorium	0	350	350	<b>350</b>	@12.5 SF/seat	4,375	4,375
large multipurpose room, dividable into 2 spaces	44	250	250	<b>250</b>	@14 SF/seat	3,500	3,500
classrooms/mid-sized meeting rooms	0	100	100	<b>100</b>	@15 SF/seat	1,500	1,500
2 rooms @ 50 seats each							
children's storytelling/crafts/class visit	0	105	105	<b>105</b>	@10 SF/seat	1,050	1,050
2 rooms with floor seating for 100 children each or 40 @ tables each							
small conference/group study rooms		78	78	<b>78</b>	@20 SF/seat	1,560	1,920
12 rooms, 9 @ 6 seats and 3 @ 8 seats							
* print & microform, 66% on compact shelves; 34% on regular shelves							
** assumes 75% table/study, 20% lounge and 5% group study							
***assumes 20% weeding of print back files & 2 sections growth/year							

APPENDIX C  
Fresno Central Library Spaces Summary

L = library staff service point				
V/V = vendor or volunteer				
		Service or Work Group	Service Point	Square Feet
<b>First Floor</b>				
1	1.1A	Entrance Lobby	L	2,893
1	1.1B	Exhibit Gallery		1,700
1	1.1C	Service Center/Tax Forms/Copier	V/V	534
1	1.2A	Café Counter & Service Area	V/V	512
1	1.2B	Café Prep Space		516
1	1.2C	Café Seating		412
1	1.3	Courtyard		N/A
1	1.4A	Friends of the Library Bookstore	V/V	644
1	1.4B	Friends of the Library Sorting Workspace		1,225
1	1.4C	Friends of the Library Office		360
1	1.5	Public Restrooms - 1st Floor		N/A
1	1.6A	Security Office		380
1	1.6B	Security Interview Room		120
1	1.7A	Circulation/Self Checkout/Reserves	L	1,278
1	1.7B	Circulation Services Workspace		1,333
1	1.7C	Circulation Supervisor's Office		110
1	1.7D	Circulation Storage		82
1	1.7E	Interlibrary Loan & Document Delivery		241
1	1.7F	Staff Conference Room - 1st Floor		160
1	1.8A	Public Computers - 1st Floor		1,196
1	1.8B	Computer Lab A	L	1,082
1	1.8C	Computer Lab B	L	1,082
1	1.8D	Computer Training Staff Work Space		640
1	1.8E	Computer Lab Storage		199
1	1.9	Welcome Desk	L	198
1	1.10	Browsing/Marketplace		3,566
1	1.11	Media Collection	L	2,295
1	1.12	Browsing/Media/World Languages Staff Workspace		1,043
1	1.13	World Languages	L	4,054
1	1.14A	Literacy Center		1,711
1	1.14B	Literacy Center Office	L	1,074
1	1.14C	Tutoring Room A		76
1	1.14D	Tutoring Room B		76
1	1.14E	Tutoring Room C		76
1	1.14F	Tutoring Room D		260
1	1.14G	ADA Access Services		155
1	1.15A	Talking Book Library	L	2,829
1	1.15B	Talking Book Staff Work Space		605
1	1.15C	Talking Book Librarian Office		110
1	1.15D	Talking Book Equipment Repair		409
1	1.15E	Talking Book Recording Studio		60
1	1.15F	Talking Book Recording Studio Control Room		83
1	1.15G	Talking Book Storage		205
1	1.16	Staff Restrooms		N/A
1	1.17A	Support Services Office		433
1	1.17B	Support Services Manager's Office		135
1	1.17C	Acquisitions		607
1	1.17D	Cataloging		762
1	1.17E	Finishing-Mending		748
1	1.17F	Linking		840
1	1.17G	Gift Book Sorting		271
1	1.17H	Technical Support Office		1,017
1	1.17I	Staging		500
1	1.17J	Staff Conference Room - Support Services		375
1	1.17K	Support Services Lockers		80
1	1.17L	Conservation Lab		613
1	1.17M	Processing Staging Area		480
1	1.18	Materials Return and Sorting		4,040
1	1.19A	Delivery Loading and Receiving		1,434
1	1.19B	Delivery Office		109
1	1.19C	Delivery Storage		500
1	1.19D	Office Supplies Storage		565
1	1.19E	Bookmobile Office		1,290
1	1.19F	Trash Pickup		350
1	1.19G	Staff Entrance		0
1	1.20A	Graphics & Duplicating Office		603
1	1.20B	Duplicating Shop		509
1	1.20C	Paper Storage and Distribution		150
1	1.21A	SJVLs Office		1,359
1	1.21B	SJVLs Manager's Office		135
1	1.21C	SJVIS Reference Office		934
1	1.21D	Computer Room		590
1	1.21E	SJVLs IT Equipment Storage & Staging		490
<b>First Floor Total:</b>				<b>55,501</b>

APPENDIX C  
Fresno Central Library Spaces Summary

L = library staff service point					
V/V = vendor or volunteer					
		<b>Service or Work Group</b>	<b>Service Point</b>	<b>Square Feet</b>	
<b>Lower Level</b>					
lower	L.1A	Auditorium/Meeting Room Lobby		1,000	
lower	L.1B	Auditorium Seating		4,375	
lower	L.1C	Auditorium Stage		600	
lower	L.1D	Auditorium Projection/Control Room		250	
lower	L.1E	Auditorium Office	L	653	
lower	L.1F	Auditorium Green Room		263	
lower	L.1G	Public Restrooms - Lower Level		N/A	
lower	L.2A	Large Meeting Room		3,626	
lower	L.2B	Large Meeting Room Storage		497	
lower	L.3A	Mid-Size Meeting Room A		862	
lower	L.3B	Mid-Size Meeting Room B		862	
lower	L.3C	Mid-Size Meeting Room Storage		285	
lower	L.4	Catering Kitchen		252	13,525
lower	L.6A	Closed Stacks Lower Level		7,228	
lower	L.6B	California History and Genealogy Expansion Storage		5,000	12,228
lower	L.7A	Maintenance Supervisor's Office		99	
lower	L.7B	Maintenance Staff Work Space		252	
lower	L.7C	Maintenance Staff Locker Rooms		450	
lower	L.7D	Maintenance Storage		1,997	
lower	L.8	Equipment Storage		1,500	
lower	L.9A	Facility Management Office		355	
lower	L.9.B	Carpentry Shop		2,500	
lower	L.9.C	Paint Shop		500	
lower	L.9.D	Parks and Grounds Storage		350	8,003
lower	L.10	Staff Restrooms		N/A	
<b>Lower Level Total</b>					<b>33,756</b>

APPENDIX C  
Fresno Central Library Spaces Summary

		L = library staff service point			
		V/V = vendor or volunteer			
		Service or Work Group	Service Point	Square Feet	
<b>Second Floor</b>					
2	2.1A	Lobby - 2nd Floor		550	550
2	2.1B	Children's Services Desk	L	378	
2	2.1C	Children's Computers		816	
2	2.1D	Children's Fiction/I Can Read/In Between Books		1,974	
2	2.1E	Children's Nonfiction Books		2,776	
2	2.1F	Children's Group Study Area		1,016	
2	2.1G	Children's World Languages		632	
2	2.1H	Children's Reference		1,431	
2	2.1I	Children's Copy Machine		165	
2	2.1J	Children's Media		812	
2	2.1K	Fairytale Collection		418	
2	2.1L	Picture Books		2,700	
2	2.1M	Family Space		1,168	
2	2.1N	Parent Collection		240	
2	2.1O	Children's Magazines		173	
2	2.1P	Family Restroom (1)		N/A	
2	2.1Q	Children's Program Room		1,110	
2	2.1Q1	Children's Programming Equipment and Storage		100	
2	2.1R	Children's Activity & Crafts Room		874	
2	2.1S	Children's Services Workroom		1,200	
2	2.1T	Children's Services Librarian III Office		110	
2	2.1U	Staff Conference Room - 2nd Floor		130	
2	2.1V	Children's Outdoor Terrace		N/A	18,221
2	2.2A	Teen Service Desk and Seating	L	3,272	
2	2.2B	Teen Computers		636	
2	2.2C	Teen Collection		1,424	
2	2.2D	Teen Project Room		560	
2	2.2E	Teen Program Room		1,161	
2	2.2F	Teens Outdoor Terrace		N/A	
2	2.2G	Teen Services Workroom		623	
2	2.2H	Teen Services Supervisor Office		110	7,786
2	2.3A	Group Study A - 2nd Floor		120	
2	2.3B	Group Study B - 2nd Floor		120	
2	2.3C	Group Study C - 2nd Floor		120	
2	2.3D	Group Study D - 2nd Floor		160	520
2	2.4	Public Restrooms - 2nd Floor		N/A	
2	2.5	Closed Stacks - 2nd Floor		428	428
2	2.6A	Library Administration Reception	L	397	
2	2.6B	County Librarian's Office		237	
2	2.6C	Associate County Librarian's Office		191	
2	2.6D	Central Library Manager's Office		135	
2	2.6E	Administration Conference Room		480	
2	2.6F	Administration Storage and Work Space		322	
2	2.6G	Facilities Planning Services		381	
2	2.7A	Development Office		677	
2	2.7B	Development Manager's Office		110	
2	2.8A	Business Office		1,363	
2	2.8B	Business Office Manager's Office		135	
2	2.8C	Human Relations Manager's Office		110	
2	2.8D	Business Office Storage and Work Space		332	
2	2.8E	Business Office Interview Room A		110	
2	2.8F	Business Office Interview Room B		110	
2	2.8G	Public Information Office		217	5,304
2	2.9A	Adult Services Office		674	
2	2.9B	Adult Services Manager's Office		135	
2	2.10A	Youth Services Office		1,786	
2	2.10B	Youth Services Manager's Office		135	
2	2.10C	YA Coordinator's Office		110	
2	2.10D	School Liaison LIII's Office		110	
2	2.10E	Children's Coordinator's Office		110	
2	2.11A	Community Libraries Office		700	
2	2.11B	Community Libraries Manager Office 1		135	
2	2.11C	Community Libraries Manager Office 2		135	
2	2.11D	Community Libraries Manager Office 3 (Shared)		211	4,238
2	2.12	Staff Training Center		1,286	1,286
2	2.13A	Information and Referral		460	
2	2.13B	Information and Referral Coordinator's Office		110	570
2	2.14A	Volunteer Services Office		362	
2	2.14B	Volunteer Coordinator's Office		126	488
2	2.15A	Staff Lounge		1,633	
2	2.15B	Staff Kitchen		232	
2	2.16	Staff Restrooms		N/A	
2	2.17	Staff Lockers - 2nd Floor		100	1,965
<b>Second Floor Total</b>					<b>41,355</b>

APPENDIX C  
Fresno Central Library Spaces Summary

		L = library staff service point			
		V/V = vendor or volunteer			
		Service or Work Group	Service Point	Square Feet	
<b>Third Floor</b>					
3	3.1	Lobby - 3rd Floor		550	550
3	3.2A	Information Desk - 3rd Floor	L	288	
3	3.2B	Reference Collection - 3rd Floor		5,240	
3	3.2C	Business Reference		1,299	
3	3.3	Copy and Business Services Center	L or V/V	582	
3	3.4	Public Computers - 3rd Floor		1,208	
3	3.5	Adult Fiction and Genre		6,996	
3	3.6	Adult Nonfiction 000 - 899		16,551	
3	3.7	Poetry Center		1,642	
3	3.8	Career Center		2,133	
3	3.9A	Group Study A - 3rd Floor		120	
3	3.9B	Group Study B - 3rd Floor		120	
3	3.9C	Group Study C - 3rd Floor		120	
3	3.9D	Group Study D - 3rd Floor		160	
3	3.10	Community Conference Room - 3rd Floor		489	
3	3.11	Public Restrooms - 3rd Floor		N/A	
3	3.12	Closed Stacks - 3rd Floor		302	
3	3.13	Reference Staff Workroom - 3rd Floor		1,868	
3	3.14	3rd Floor Manager's Office		135	
3	3.15	Staff Conference Room - 3rd Floor		160	39,413
3	3.16	Staff Restrooms		N/A	
<b>Third Floor Total</b>					<b>39,963</b>
<b>Fourth Floor</b>					
4	4.1	Lobby - 4th Floor		550	550
4	4.2A	Information Desk - 4th Floor	L	198	
4	4.2B	Reference Collection - 4th Floor		4,316	
4	4.3A	Periodicals and Government Documents Desk	L	195	
4	4.3B	Periodicals and Government Documents Collections		8,410	
4	4.4	Copy Machines - 4th Floor		173	
4	4.5	Public Computers - 4th Floor		1,132	
4	4.6	Adult Nonfiction 900 - 999; Biography		9,305	
4	4.7A	Group Study A - 4th Floor		120	
4	4.7B	Group Study B - 4th Floor		120	
4	4.7C	Group Study C - 4th Floor		120	
4	4.7D	Group Study D - 4th Floor		160	
4	4.8	Community Conference Room - 4th Floor		489	
4	4.9	Reference Staff Workroom - 4th Floor		2,708	
4	4.10	4th Floor Manager's Office		110	
4	4.11	Staff Conference Room - 4th Floor		160	27,717
4	4.12A	California History and Genealogy Room	L/V	4,176	
4	4.12B	California History Staff Workroom		1,614	
4	4.12C	California History Supervisor's Office		110	
4	4.12D	Genealogy Librarian's Office		110	
4	4.12E	Genealogy Staff Workroom		904	
4	4.12F	California History and Genealogy Closed Stacks		5,895	
4	4.12G	California History and Genealogy Vault		495	
4	4.12H	Saroyan Room		1,489	14,791
4	4.13	Public Restrooms - 4th Floor		N/A	
4	4.14	Closed Stacks - 4th Floor		1,528	1,528
4	4.15	Staff Restrooms		N/A	
<b>Fourth Floor Total</b>					<b>44,586</b>
<b>Net Assignable Square Feet</b>					<b>215,160</b>
<b>Gross Square Feet @ 65%</b>					<b>329,225</b>

Appendix D  
Fresno Central Library Current and Planned Staffing

Division	FTE		Headcount		
	Current	Planned	Current	Planned	
<b>Administration</b>					
<i>Administration</i>	3.6	5.0	4	5	
<i>Development</i>	0.0	4.0	0	4	
<i>SJVLS</i>	6.0	14.0	6	14	
<i>Friends</i>	0.0	1.0	0	1	+ volunteers
<i>Public Info/Graphics</i>	3.5	5.0	4	5	
<i>Building Services</i>	2.0	3.0	2	3	
<i>Maintenance</i>	20.0	26.0	20	26	
<i>Events Coordination</i>	0.0	2.0	0	2	
<b>Administration Subtotal</b>	<b>35.1</b>	<b>60.0</b>	<b>36</b>	<b>60</b>	
<b>Business and Security</b>					
<i>Business Office/Human Resources</i>	10.0	14.0	10	14	
<i>Security</i>	1.0	3.5	1	4	
<b>Business Subtotal</b>	<b>11.0</b>	<b>17.5</b>	<b>11</b>	<b>18</b>	
<b>Support and Circulation Services</b>					
<i>Manager</i>	1.0	1.0	1	1	
<i>Acquisitions</i>	6.0	6.0	6	6	
<i>Cataloging</i>	6.0	6.0	6	6	
<i>Circulation/Stacks</i>	10.5	16.0	13	16	
<i>Delivery</i>	6.0	6.0	9	9	
<i>Finishing-Mending</i>	6.8	7.0	11	11	
<i>Linking</i>	5.0	5.0	7	7	
<i>Projects</i>	1.0	2.0	1	2	
<i>Technical Support</i>	5.5	9.0	6	9	
<i>Training</i>	1.0	1.0	1	1	
<i>Volunteer Services</i>	1.0	2.0	1	2	+ volunteers
<b>Support and Circulation Services Subtotal</b>	<b>49.8</b>	<b>61.0</b>	<b>62</b>	<b>70</b>	
<b>Adult Services</b>					
<i>Adult Services Office/ Manager; Programming</i>	2.0	6.0	2	6	
<i>Books By Mail/ADA</i>	0.0	2.0	0	2	
<i>California History and Genealogy</i>	3.8	6.5	5	8	+ volunteers
<i>Literacy/Disabled Access</i>	4.0	4.5	4	5	+ volunteers
<i>World Languages</i>	1.5	4.0	2	5	
<i>Media</i>	0.0	5.0	0	7	
<i>Fiction</i>	0.0	4.0	0	6	
<b>Adult Services Subtotal</b>	<b>11.3</b>	<b>32.0</b>	<b>13</b>	<b>39</b>	
<b>Reference Services</b>					
<i>Information Services Manager</i>	1.0	1.0	1	1	
<i>Childrens Department (Doris Gate Room)</i>	1.0		8		see below
<i>Info services (excludes CA History/Genealogy)</i>	8.5		10		see below
<i>Info services (Documents)</i>	2.5		3		see below
<i>Information/Welcome Desk</i>	N/A	2.0	N/A	2	
<i>Information Desk 3rd floor</i>	N/A	8.0	N/A	9	
<i>Information Desk 4th floor</i>	N/A	8.0	N/A	9	
<i>Jobs/Career Center</i>	1.0	2.0	1	2	



Appendix D  
Fresno Central Library Current and Planned Staffing

<i>Readers Services</i>	7.55	N/A	10	N/A	
<i>Periodicals/Documents</i>	N/A	15.0	N/A	19	
<i>Computer Lab A</i>	1.5	3.0	2	4	
<i>Computer Lab B</i>	N/A	2.5	N/A	3	
<i>Information and Referral</i>	3.0	3.0	2	3	
<i>Branch Reference Training</i>	1.0	1.0	1	1	
<b>Reference Services Subtotal</b>	<b>32.05</b>	<b>45.5</b>	<b>38</b>	<b>53</b>	
<b>Youth Services</b>					
<i>Youth Services Office</i>	3.0	4.0	3	4	
<i>Youth Librarians</i>	6.0	7.0	6	7	
<i>Library Assistants</i>	3.0	4.0	3	4	
<i>Children's Room Central</i>	<b>included above/below</b>				+ volunteers
<i>Librarians</i>	2.0	3.0	2	3	
<i>Library Assistants</i>	2.5	5.0	3	5	
<i>Library Aides</i>	1.5	2.0	3	4	
<i>Teen Space</i>	0.0	3.0	0	3	
<b>Youth Services Subtotal</b>	<b>18.0</b>	<b>28.0</b>	<b>20</b>	<b>30</b>	
<b>Community Libraries</b>					
<i>Community Libraries Office</i>	8.0	15.0	8	15	+ volunteers
<i>Community Bookmobile</i>	2.0	6.0	2	7	
<i>Talking Book Library</i>	5.0	5.0	6	6	+ volunteers
<b>Community Libraries Subtotal</b>	<b>15.0</b>	<b>26.0</b>	<b>16</b>	<b>28</b>	
<b>Building Total</b>	<b>172.2</b>	<b>270.0</b>	<b>196</b>	<b>298</b>	

APPENDIX E  
MERCHANDISING DISPLAY SHELVES  
EXAMPLES



Above and Right.  
Ironwood Branch Library  
Richmond, British Columbia



Above. Santa Clara City Library  
Right. East Palo Alto Branch Library. San Mateo  
County Library



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