

**BALIS Administrative Council Meeting**

**Alameda Free Library  
1550 Oak Street, Alameda, CA 94501**

**Wednesday, July 17, 2019**

**10:00 a.m.**

**AGENDA**

- |              |   |                    |              |
|--------------|---|--------------------|--------------|
| <b>I.</b>    | <b>Call to Order and Introductions</b>  | Chadwick           |              |
| <b>II.</b>   | <b>Adoption of Agenda (Action Item)</b>   | Chadwick           |              |
| <b>III.</b>  | <b>Approval of the May 29, 2019 Minutes (Action Item)</b>   | Chadwick           | Attachment 1 |
| <b>IV.</b>   | <b>New Business</b>   |                    |              |
|              | A. Discussion of "Leadership Development Program" Proposal  | Chadwick           | Attachment 2 |
|              | B. Update on BALIS Legislative Meetings   | Chadwick           |              |
|              | C. Report on Fine Free Libraries  | Alvarez            | Attachment 3 |
|              | D. Heat Illness Prevention Protocol Discussion  | Lambert/<br>Turbak | Attachment 4 |
|              | E. Strategic Plan Processes and Shareouts   | Chadwick           | Attachment 5 |
| <b>V.</b>    | <b>Reports</b>  |                    |              |
|              | A. Report of System Chair   | Chadwick           |              |
|              | B. Report of System Administration  | Alvarez            |              |
| <b>VI.</b>   | <b>Public Comment</b> - (Individuals are allowed three minutes, groups in attendance, five minutes. It is system policy to refer matters raised in this forum to staff for further investigation or action if appropriate. The Brown Act prohibits the Administrative Council from discussing or acting on any matter not agendized pursuant to state law.) |                    |              |
| <b>VII.</b>  | <b>Agenda Building and Location for Next Meeting on October 4, 2019</b>   |                    |              |
| <b>VIII.</b> | <b>Announcements</b>  |                    |              |
| <b>IX.</b>   | <b>Adjournment</b>  |                    |              |

**BALIS Administrative Council Meeting  
Special Meeting  
May 29, 2019  
2:45 p. m. via Conference Call**

**MINUTES**

**Attendees:**

**Council:**

Cindy Chadwick, Chair, Alameda County  
Jane Chisaki, Alameda Free  
Melinda Cervantes, Contra Costa County  
Tamera LeBeau, Livermore Public  
Jamie Turbak, Oakland Public  
Heidi Murphy, Pleasanton Public  
Katy Curl, Richmond Public  
Michael Lambert, San Francisco Public

**Staff:**

Carol Frost, PLP/BALIS  
Yemila Alvarez, PLP/BALIS

**I. Call to Order and Introductions**

The meeting was called to order at 2:48pm by Vice-Chair Cervantes.

**II. Adoption of Agenda (Action Item)**

The Agenda was adopted as presented. (M/S Murphy/LeBeau)

**III. Approval of the January 4, 2019 Minutes (Action Item)**

The Minutes were approved as presented. (M/S Murphy/LeBeau)

**IV. New Business**

**A. Election of New BALIS Officers for FY 2019/20**

The Nominating Committee recommended Cindy Chadwick for a Second Term as Chair and Tamera LeBeau as Vice-Chair for term beginning FY 2019/20 through FY 2020/21. A motion was made and passed to approve the slate as presented. (M/S Lambert/Chisaki)

**V. Public Comment**

There was no Public Comment. LeBeau and Murphy left the meeting (2:58 p.m.)

**VI. Agenda Building for Next Meeting on July 17, 2019 at Alameda Free Library**

**A. Legislative Update**

**B. Staff Development Opportunities**

**C. Fine Free Libraries and How it is Going**

**D. Strategic Plan Updates and Shareouts**

**VII. Announcements**

The libraries shared announcements.

**VIII. Adjournment**

The meeting was adjourned by Vice-Chair Cervantes at 3:07p.m. (M/S Chadwick/Curl)



## Leadership Development Program (LDP)

5/2/19

Re: **Leadership Development Program  
Professional Services Overview**

Thank you for this opportunity to provide information on our leadership and staff development program. We'll work with you to customize the curriculum to achieve the most significant impact in your Library. We appreciate your focus on the people that will make your envisioned future happen – your staff – as we genuinely believe that building capacity for leadership and organizational effectiveness is your most important investment.

Gallup research shows that staff engagement is strongly connected to organizational outcomes including productivity, customer satisfaction and 'profitability' – or in the case of libraries community outcomes. Managers have the most intense impact and role in achieving staff engagement. Developing high potential staff, managers, and leaders delivers the highest return on investment and creates a healthy organizational culture that models and integrates the skills and behaviors staff need to do the future work of libraries.

Historically, one could obtain the MLIS degree, get a library job, and be successful with periodic training in functional competencies and new technologies (hard skills). As our world changes, we need to build different capacities in all staff for them to thrive in the future. Libraries need to continue the work in training for hard skills while adding development in soft skills like communication, emotional intelligence, change resilience, teamwork, decision-making, creativity, and leadership.

When an organization ensures the staff has the development, training, and skills they need, staff trust and support each other and see themselves as partners with the organization and with their community. They:

- more easily let go of how it's always been done
- trust leadership decisions which allow change to happen faster
- are aspirational about what is possible to achieve for their communities
- create a culture of experimentation, invention, and innovation
- are accountable to each other, become more organizationally aware, and think strategically

Libraries that build healthy cultures build healthy communities. For additional background, in a separate document within this transmittal, we explain our initial concept RIDDLE from which the program emerged. We look forward to partnering with you to create something amazing.

Sincerely,

Sam McBane Mulford  
strategist, ideation • collaborative  
408.387.9020 | [sam@strategicimp.com](mailto:sam@strategicimp.com)

Cheryl Gould  
learning facilitator, Fully Engaged Libraries  
707.776.4626 | [cheryl.gould@gmail.com](mailto:cheryl.gould@gmail.com)



## LDP Scope of Work

We've outlined the three major pieces of work to deliver a leadership development program. It happens over the course of about 6 to 12 months, depending on your choice of schedule options. We'll mobilize our efforts in a design and logistics phase where we'll also begin the evaluation process. The next phase includes 5 sessions of leadership development (11 days of in person learning), with ongoing work by the cohort between sessions. The third phase includes celebration and follow-up evaluation.

## Program Mobilization

### *Audience and Curriculum Design (3 to 4 weeks)*

We see the Leadership Development Program as a component of a larger organizational Talent Strategy. This strategy could include clear competency expectations for various levels of staff, succession plans for critical roles, recruiting practices, performance management to develop and retain talent, and a staff development program that supports the goals of the organization. Informal learning and development could occur through activities such as:

- job shadowing
- special projects
- rotational assignments
- coaching
- mentoring

We will integrate the program curriculum and assignments with any talent strategies you have in place, and alert you to issues that emerge within the program that become opportunities for you to create new strategies and practices.

We will then work with you to *customize the curriculum to your prioritized needs* through staff engagement in a survey and a meeting with Library leadership to tailor the curriculum and brand the program. We offer separate staff and leadership surveys that we administer to all staff, designed to provide insight into organization-wide aspirations about the skills and behaviors staff would like to see in their leaders and that leaders would like to see in their staff.

We also request documentation for our review that will provide organizational perspective and help us understand the Library more deeply. This might include your Strategic Plan and current progress, service and program descriptions, organizational charts, position descriptions, press articles and social media content, staff development policies, practices and procedures, etc.

After analyzing survey results and reviewing the documentation, we'll work with designated leadership to review the curriculum content, identify your goals and priorities, and modify the sessions accordingly. The program concepts include:

- individual and team learning
- in person learning
- assignments to continue skill development (made relevant to current issues and work/projects in process where possible; designed to provide the cohort with a structured approach to deeper learning about the organization and its ecosystem)
- coaching from learning facilitators

At this point, you will make decisions about the audience for the LDP - your organizational priorities will drive the approach to candidates for the first (and any subsequent) cohorts.



### *Logistics (4 - 6 weeks)*

After completing design activities, we'll outline the criteria for cohort selection and facility requirements for the sessions. Our expectations for the cohort include:

- no more than 20 people, ideally an even number for curriculum activities
- cohort member commitment to attendance at all scheduled sessions
- commitment to doing the interim work (we do not 'grade' the work, however the cohort's overall experience and outcomes from the program are dependent upon them being fully engaged)

Holding sessions at different locations throughout the system will benefit the cohort and us as learning facilitators as we experience different libraries. We'll work with you to schedule the sessions to include optimal day of the week / time of the day if applicable to your system, and to ensure the appropriate time between sessions (at least four and not more than six weeks).

### *Preliminary Evaluation (4- 6 weeks concurrent with Logistics, above)*

Once the cohort is selected, we offer two preliminary assessments. A behavioral competency baseline assessment should be completed for each cohort member by multiple supervisors, peers, and subordinates as applicable. We also want to create a baseline for staff engagement at the work location of each cohort member, as well as three additional control locations. This evaluation will continue with subsequent cohorts, providing insights into trending over time.

To support the organization and the cohort in their journey, we'd like to facilitate a 1 day session with select leadership and management at CCCL prior to the first session of the program. The intent of the workshop is to collaborate on ways that the organization can ensure the cohort gets the most out of the program, returning the highest level possible on your investment.

## Sessions and Curriculum

This curriculum represents our work with LA County Library, Pima County Public Library, Sacramento Public Library, Contra Costa County Library and the Omaha Public Library Community Engagement Model funded by IMLS, as well as insights gained through our numerous engagements with other libraries. The program is five sessions with 11 days of in-person learning. We also host an online MOODLE learning environment to support the cohort throughout the program. The Moodle site is used to communicate with the group, distribute curriculum materials and assignments, and provide private forums for discussion and insight into the learning and work.

### **Schedule Option 1**

As originally designed, the program was conducted over a 10 to 12-month time frame which included mobilization and development sessions and concluded with graduation and program evaluation. This extended schedule was developed for LA County Library, as they were only able to commit one day out of the library for each cohort member every month. They felt that 2 days in a row would negatively impact operations at the cohorts' work locations as well as their involvement in other library initiatives.

### **Schedule Option 2**

We now offer a second option. From our experience, the 2-day engagements intensified the cohort's group formulation and individual and group learning and retention, while also compressing the overall schedule and minimizing travel costs. We offer the 11 days as an initial 3-day and four 2-day sessions over 6 months.

We've outlined the following curriculum for Schedule Option 2.



### Session 1 | 3 days

The objectives for the first two days are to set the cohort up to be successful and support each other. We will establish shared definitions and agreements about how we'll work together and clarify the intended results of the pilot. We will explore mindsets, emotional intelligence and building self awareness. In these two days we will cover the following topics:

- Welcome – from Library Leadership
- Introducing the Cohort to the Project - roles, expectations, commitments and logistics
- Old vs. New Leadership Styles
- Why - focus on why we do what we do - from a personal and organizational perspective
- Basic Awesome Communication (be present, listen, support your partner, take risks, accept offers, reframe failure and "Yes, and")
- Self Directed and Experiential Learning
- Emotional Intelligence
- Understanding Differences - communication styles
- Creating Shared Definitions for individual contributor, manager, leader
- Organizational Context for this work
- Mindset - exploring a fixed vs. growth mindset
- Post Session Assignments - discussion and instructions

The objectives for day three are to introduce facilitation practices as essential skills to doing the work of the organization both internally and externally - improving engagement with staff and with communities served. The topics we'll cover include:

- **Facilitation Skills** (fostering participation, flip charting, managing process)
- **Creating Safety in Groups** (choosing appropriate activities, build trust as a facilitator)

### Session 2 | 2 days

The objectives for day one are to help the cohort understand their own reaction to stress and change as well as understand other people's response to change to be better change agents. The topics we'll cover include:

- **Change Resilience** (reducing stress in the moment and over time, understanding our body's reaction to stress, having a change resilient mindset, seeing change as opportunity)
- **Understanding Others in Change** (to be more effective at leading change)

The objectives of day two of this session are to understand what motivates people and how to use that knowledge to do the work of the organization through identifying strengths, setting people up for success, continuous feedback and coaching. The topics we'll cover include:

- **Empowering and Motivating People** (understanding motivation, aligning work with values, creating a culture of feedback, clear expectations, extending trust, encouraging risk taking and celebrating experimentation)
- **Working from Strengths** (assessing and valuing strengths over roles, builds upon Strengthsfinder assessment)
- **Accountability** (what it is and how to achieve it)

### Session 3 | 2 days

The objectives of day one of this session are to introduce the cohort to how trust is built, team dynamics, and how to motivate people to work well together. The topics we'll cover include:



- **Building Teams** (group dynamics, stages of team development, what's needed to be a good team player, how to support teams, and characteristics of effective teams)
- **Trust** (what it is and how to build it)
- **Collaboration** (understanding collaboration vs. partnering vs. working as a team)
- **Running Great Meetings** (clarifying goals, designing agendas, shared agreements, equalizing participation, managing time, staying on topic, follow-up and next steps)

The objectives of day two of this session are to build confidence and skills to enable the cohort to have difficult conversations, and to understand that practicing skillsets from previous sessions will help them to engage in constructive conflict. The topics we'll cover include:

- **Constructive Conflict** (addressing concerns as they happen, understanding conflict styles, respecting differences, understanding and resolving conflict)
- **Engaging in a Difficult Conversation** (how to prepare for, conduct and follow-on the engagement)

#### Session 4 | 2 days

The objectives of day one of this session are to introduce the issues humans have individually and in groups in problem solving and decision-making, and the skills that help people overcome those issues. The topics we'll cover include:

- **Problem Solving and Decision Making** (clarifying goals, gathering information, setting criteria, understanding who is the decision maker, noticing personal bias, mission driven)

The objectives of day two of this session are to help the cohort understand how to create an environment conducive to creativity and innovation and how we unintentionally block creativity in our selves and others. The topics we'll cover include:

- **Creativity** (noticing judgment, accepting offers, convergent and divergent thinking, use of play and laughter, creativity vs. innovation)

#### Session 5 | 2 days

The objectives of both days one and two of this session are to complete the arc of starting with the individual, moving to engagement with others and teams, and ending with the organization in relation to its ecosystem. Another objective is to begin the final evaluation process of the pilot. The topics we'll cover over the two days will include:

- **Organizational Awareness** (what have you learned about your place in the organization and how to have influence)
- **Strategic Thinking** (making decisions daily within the strategic direction of the organization, thinking beyond today and current problems, finding time for high level thinking, balancing the long view with short term urgency, actively staying on top of trends and issues)
- **Networking and Political Acumen** (presence; concepts and practices for developing and sustaining situational awareness)
- **Strategic Relationship Building** (being adept at aligning organizational agendas with community priorities)
- **Evaluating the Program** (individual and small group reflection on a series of questions about the already realized and potential future impacts from personal, work location, organizational and community-wide perspectives)

## Conclusion



Within two months after Session 5, we encourage you to bring the cohort back together to celebrate their accomplishments. Within 3 months after the completion of the program, we will also administer follow up staff engagement surveys and behavioral competency assessments to all staff that participated in the baseline surveys. We will provide both baseline and follow up reports to each of the cohort members individually, as well as an aggregate summary for the entire cohort.

PLP Fine Free Libraries Survey  
7/9/2019

Select Your Library	What materials are you currently fine free for? (select all that apply)	Are you exploring going fine free for any materials/patron types?	Date you went fine free, or Target Date for going fine free?	Do you have any additional comments?
Alameda County Library	Juvenile Materials Adult Materials	N/A (We are already fine free for all materials)	07/01/2019	
Berkeley Public Library	Juvenile Materials Adult Materials	N/A (We are already fine free for all materials)	7/1/2018	It has gone extremely smoothly!
Cabrillo College Library	Regular items are fine free for staff and faculty only	Yes; Exploring for all materials, but we're likely to go fine free only for regular materials, with reduced fines for textbook collections	N/A	
Contra Costa County Library	Juvenile Materials Adult Materials	N/A (We are already fine free for all materials)	01/01/2019	CCCL began executing "Goodbye to Fines" on 12/18/2018 as a form of a "soft launch" to avoid a hard one day there are fines and the next there were not. Planning began nearly a year in advance as it involved UMS, CARL and County Board of Supervisors approvals. CCCL suspended collections (UMS) for 8-12 weeks to allow for the return of items before they would register "lost" and incur new fees. Fees for lost and damaged items remains in place and has seen an uptick; marketing campaign will last a full 12 mos.
Daly City Public Library	Materials checked out to child and teen cards	Not at this time		We are part of a consortium. Our City is not inclined to go fine free, but if the majority of libraries in our consortium do so, we will likely follow suit to avoid causing new confusion and frustration for our patrons.
Harrison Memorial Library	Juvenile Materials Adult Materials	N/A (We are already fine free for all materials)	07/01/2019	
Livermore Public Library	Juvenile Materials Adult Materials	N/A (We are already fine free for all materials)	7/1/2019	
Los Gatos Public Library	Juvenile Materials Seniors 60+, teens (youth up to high school graduation)	Not at this time	N/A	Huge fine reduction impact was due to starting autorenewals plus a grace period for all patrons. To receive a fine at our library you would need to keep an item out for 9 weeks and 4 days before overdue kicks in (and you would need to be between the ages of 18 and 59, since youth and seniors are fine exempt). We also have the option for lost or damaged books for the patron to just replace with a new copy and pay \$2 to cover the cost of the barcode and cover rather than needing to pay for the cost of the book and a \$10 processing fee which was our previous model.
Menlo Park Public Library	Materials checked out to child and teen cards	Not at this time	N/A	

PLP Fine Free Libraries Survey  
7/9/2019

Select Your Library	What materials are you currently fine free for? (select all that apply)	Are you exploring going fine free for any materials/patron types?	Date you went fine free, or Target Date for going fine free?	Do you have any additional comments?
Monterey Public Library	We are not currently fine free for any materials	Yes; For Juvenile Materials	Targeting 07/01/2020	Yes. I had to put in a false date to get past question #6. We are not currently fine free for any materials, but are aiming to drop youth fees by 7/1/2020. Thanks.
Mountain View Public Library	Juvenile Materials Adult Materials	N/A (We are already fine free for all materials)	7/1/2019	We still charge \$1.00/ day overdue fines for Link+ items; we still charge for lost/damaged items; we still charge \$1.00 for not picking up a hold item
Oakland Public Library	Juvenile Materials Adult Materials we are fine free for everything EXCEPT tools.	N/A (We are already fine free for all materials)	7/1/2019	
Pacific Grove Public Library	We are not currently fine free for any materials	Not at this time		I'd love to go totally fine free but political will of community not quite there yet.
Pleasanton Public Library	Student Success Cards	Yes; For All Materials	Targeting 07/16/2019	
Redwood City Public Library	All Materials on Juvenile/Teen Cards	Yes; For All Materials	Targeting 7/1/2020	
San Bruno Public Library	Materials checked out to child and teen cards	Not at this time		We will not explore going fine-free until more libraries in our area take the leap.
San Francisco Public Library	Juvenile Materials Adult Materials	Yes; For All Materials	04/19/2019	San Francisco Public Library has stopped collecting overdue fines as of 4/22/19, however the revisions to the Library Fines & Fees Schedule will not become law until the Board of Supervisors passes the legislation later this month. Pending the Mayor's signature, the changes will formally take effect 30 days following the Mayor's signature.
San Jose Public Library	Juvenile Materials	Yes; For All Materials	07/01/2018 (For Children and Youth)	Please note that question 6 would not accept any answer save a past date, even though I specified that we are not fine free for all patrons. So I inserted the date on which we implemented fine free for youth - children and teens.
Santa Clara City Library	Juvenile Materials	Yes; For All Materials	N/A	
South San Francisco Public Library	Juvenile Materials Seniors	Not at this time	N/A	
Sunnyvale Public Library	We are not currently fine free for any materials	Yes; For All Materials	Targeting 01/01/2020	Sunnyvale is conducting a study to review Council policy relating to fines amnesty and elimination of fines moving forward. It is expected to be considered by Council in October 2019. If Council decides to go fines free and/or implement some form of amnesty program, the anticipated date would be January 1, 2020.

*Heat Illness Prevention Draft Text – draft revisions 4/19/19 compared to 1/29/19*

## §\_\_\_\_. Heat Illness Prevention in Indoor Places of Employment

**(a) Scope and Application.**

- (1) This standard applies to all indoor work areas where the temperature equals or exceeds 82 degrees Fahrenheit when employees are present.

EXCEPTION: For indoor work areas not subject to any of the conditions listed in subsection (a)(2) below, the employer is not required to comply with subsection (e), Assessment and Control Measures.

- (2) Conditions under which an indoor work area is subject to subsection (e):
- (A) The temperature equals or exceeds 87 degrees Fahrenheit when employees are present; or
  - (B) The heat index equals or exceeds 87 degrees Fahrenheit when employees are present; or
  - (C) Employees wear clothing that restricts heat removal and the temperature equals or exceeds 82 degrees Fahrenheit; or
  - (D) ) Employees work in a high radiant heat work area and the temperature equals or exceeds 82 degrees Fahrenheit.
- (3) This standard applies in any other setting identified in writing by the Division through the issuance of an Order to Take Special Action, in accordance with section 332.3 of these orders.
- (4) This standard applies to the control of risk of occurrence of heat illness. This is not intended to exclude the application of other sections of Title 8, including, but not necessarily limited to, sections 1512, 1524, 3203, 3363, 3395, 3400, 3439, 3457, 6251, 6512, 6969, 6975, 8420 and 8602(e). This is also not intended to exclude the application of section 3203 to indoor work areas not covered by this section where one or a combination of environmental risk factors can still cause heat illness in employees.

NOTE NO. 1: The measures required here may be integrated into the employer's written Injury and Illness Prevention Program required by section 3203, the employer's written Heat Illness Prevention Program required by section 3395, or maintained in a separate document.

NOTE NO. 2: This standard is enforceable by the Division of Occupational Safety and Health pursuant to Labor Code sections 6308 and 6317 and any other statutes conferring enforcement powers upon the Division. It is a violation of Labor Code sections 6310, 6311, and 6312 to discharge or discriminate in any other manner against employees for

exercising their rights under this or any other provision offering occupational safety and health protection to employees.

**(b) Definitions.**

“Acclimatization” means temporary adaptation of the body to work in the heat that occurs gradually when a person is exposed to it. Acclimatization peaks in most people within four to fourteen days of regular work for at least two hours per day in the heat.

“Administrative controls” means a procedure that limits exposure to a hazard by adjustment of work procedures or work schedules. Examples of administrative controls that may be effective at minimizing the risk of heat illness in a particular work area include, but are not limited to, acclimatizing employees, rotating employees, scheduling work earlier or later in the day, using work-rest schedules, reducing work intensity or speed, changing required work clothing, and using relief workers.

“Clothing that restricts heat removal” means full-body clothing covering the arms, legs, and torso that is any of the following:

- (1) Waterproof; or
- (2) Designed to protect the wearer from a chemical, biological, radiological, or fire hazard; or
- (3) Designed to protect the wearer or the work process from contamination.

EXCEPTION: “Clothing that restricts heat removal” does not include clothing with flame or arc-flash resistant properties demonstrated by the employer to be all of the following:

- (1) Constructed only of knit or woven fibers; and
- (2) Worn in lieu of the employee’s street clothing; and
- (3) Worn without a full-body thermal or moisture barrier.

“Cool-down area” means an indoor or outdoor area that is ~~blocked-shielded~~ from direct sunlight and shielded from other high radiant heat sources and is either open to the air or provided with ventilation or cooling. One indicator that blockage is sufficient is when objects do not cast a shadow in the area of blocked sunlight. A cool-down area does not include a location where:

- (1) Environmental risk factors defeat the purpose of allowing the body to cool; or
- (2) Employees are exposed to unsafe or unhealthy conditions; or

(3) Employees are deterred or discouraged from accessing or using the cool-down area.

“Engineering controls” means an aspect of the work area or a device that removes or reduces hazardous conditions or creates a barrier between the employee and the hazard. Examples of engineering controls that may be effective at minimizing the risk of heat illness in a particular work area include, but are not limited to, isolation of hot processes, isolation of employees from sources of heat, air conditioning, cooling fans, cooling mist fans, evaporative coolers (also called swamp coolers), natural ventilation where the outdoor temperature or heat index is lower than the indoor temperature or heat index, local exhaust ventilation, shielding from a radiant heat source, and insulation of hot surfaces.

“Environmental risk factors for heat illness” means working conditions that create the possibility that heat illness could occur, including air temperature, relative humidity, radiant heat from the sun and other sources, conductive heat sources such as the ground, air movement, workload severity and duration, protective clothing and personal protective equipment worn by employees.

“Globe temperature” means the temperature measured by a globe thermometer, which consists of a thermometer sensor in the center of a 6-inch diameter hollow copper sphere painted on the outside with a matte black finish or equivalent. The globe thermometer may not be shielded from direct exposure to radiant heat while the globe temperature is being measured.

“Heat Illness” means a serious medical condition resulting from the body's inability to cope with a particular heat load, and includes heat cramps, heat exhaustion, heat syncope and heat stroke.

“Heat index” means a measure of heat stress ~~developed~~ ~~used~~ by the National Weather Service for outdoor environments that takes into account the dry bulb temperature and the relative humidity. For purposes of this standard, heat index refers to conditions in indoor work areas. Radiant heat is not included in the heat index.

NOTE: A chart listing National Weather Service heat index values (201~~98~~) can be found in Appendix A.

“High radiant heat work area” means a work area where the globe temperature is at least 5 degrees Fahrenheit greater than the “temperature,” as defined in this subsection.

“Indoor” refers to a space that is under a ceiling or overhead covering that restricts airflow; and is enclosed along its entire perimeter by walls, doors, windows, dividers, or other physical barriers that restrict air flow, whether open or closed. All work areas that are not indoor are considered outdoor and covered by section 3395.

EXCEPTION: “Indoor” does not refer to a shaded area that meets the requirements of section 3395 and is used exclusively as a source of shade for employees covered by

section 3395.

“Personal heat-protective equipment” means equipment worn to protect the user against heat illness. Examples of personal heat-protective equipment that may be effective at minimizing the risk of heat illness in a particular work area include, but are not limited to, water-cooled garments, air-cooled garments, cooling vests, wetted over-garments, heat-reflective clothing, and supplied-air personal cooling systems.

“Personal risk factors for heat illness” means factors such as an individual's age, degree of acclimatization, health, water consumption, alcohol consumption, caffeine consumption, and use of prescription medications that affect the body's water retention or other physiological responses to heat.

“Preventative cool-down rest” means a rest ~~break~~ taken in a cool-down area to prevent overheating.

“Radiant heat” means heat transmitted by electromagnetic waves and not transmitted by conduction or convection. ~~transferred from one body or object to another not in contact with it by electromagnetic waves rather than by conduction or convection.~~ Sources of radiant heat include the sun, hot objects, hot liquids, hot surfaces, and fire.

“Relative humidity” means the amount of moisture in the air relative to the amount that would be present if the air were saturated.

“Shielding” means a physical barrier between radiant heat sources and employees that reduces the transmission of radiant heat.

“Temperature” means the dry bulb temperature in degrees Fahrenheit obtainable by using a thermometer freely exposed to the air without considering humidity or radiant heat, to measure the temperature in the immediate area where employees are located.

“Union representative” means a recognized or certified collective bargaining agent representing the employees.

- (c) Provision of water.** Employees shall have access to potable drinking water meeting the requirements of Sections 1524, 3363, and 3457, as applicable, including but not limited to the requirements that it be fresh, pure, suitably cool, and provided to employees free of charge. The water shall be located as close as practicable to the areas where employees are working and in indoor cool-down areas required by subsection (d). Where drinking water is not plumbed or otherwise continuously supplied, it shall be provided in sufficient quantity at the beginning of the work shift to provide one quart per employee per hour for drinking for the entire shift. Employers may begin the shift with smaller quantities of water if they have effective procedures for replenishment during the shift as needed to allow employees to drink one quart or more per hour. The frequent drinking of water, as described in subsection (h)(1)(C), shall be encouraged.

**(d) Access to Cool-Down Areas.**

- (1) The employer shall have and maintain one or more cool-down areas at all times. The cool-down area shall be at least large enough to accommodate the number of employees on recovery or rest periods, so that they can sit in a normal posture fully in the cool-down areas without having to be in physical contact with each other. The cool-down area shall be located as close as practicable to the areas where employees are working. Subject to the same specifications, the size of the cool-down area during meal periods shall be at least enough to accommodate the number of employees on the meal period who remain onsite. The temperature in ~~the~~ indoor cool-down areas shall be maintained at less than 82 degrees Fahrenheit, unless the employer demonstrates it is infeasible.
- (2) Employees shall be allowed and encouraged to take a preventative cool-down rest in a cool-down area when they feel the need to do so to protect themselves from overheating. Such access to cool-down areas shall be permitted at all times. An individual employee who takes a preventative cool-down rest (A) shall be monitored and asked if he or she is experiencing symptoms of heat illness; (B) shall be encouraged to remain in the cool-down area; and (C) shall not be ordered back to work until any signs or symptoms of heat illness have abated, but in no event less than 5 minutes in addition to the time needed to access the cool-down area.
- (3) If an employee exhibits signs or reports symptoms of heat illness while taking a preventative cool-down rest or during a preventative cool-down rest period, the employer shall provide appropriate first aid or emergency response according to subsection (f) of this section.

**(e) Assessment and Control Measures.** This subsection only applies to work areas subject to one or more of the conditions listed in subsection (a)(2).

- (1) As specified in subsections (e)(1)(A) through (e)(1)(D), the employer shall measure and record the temperature or heat index, whichever is greater, and shall identify and evaluate all other environmental risk factors for heat illness.

EXCEPTION: In lieu of complying with subsections (e)(1)(A) through (e)(1)(D), an employer may assume a work area is subject to one or more of the conditions listed in subsection (a)(2). Such employers shall comply with subsection (e)(2).

- (A) The employer shall establish and maintain accurate records of temperature or heat index measurements, whichever are required. The records shall include the date, time, and specific location of all measurements.
- (B) Temperature or heat index measurements, whichever are required, shall be taken where employees work and at times during the work shift when employee exposures are expected to be the highest.

1. Initial measurements shall be taken when it is reasonable to suspect that subsection (e) applies.
  2. Measurements shall be taken again when they are reasonably expected to be 10 degrees or more above the previous measurements.
  3. Temperature or heat index records shall be retained for 12 months or until the next measurements are taken, whichever is later, and made available at the worksite to employees and to representatives of the Division upon request.
- (C) Instruments used to measure the temperature or heat index shall be used and maintained according to the manufacturers' recommendations. Instruments used to measure the heat index shall utilize the National Weather Service heat index tables.
- (D) The employer shall have effective procedures to obtain the active involvement of employees and their union representatives s in ~~performing~~ the following:
1. Designing, conducting, and recording the measurements of temperature or heat index, whichever is greater.
  2. Identifying and evaluating all other environmental risk factors for heat illness.
- (2) The employer shall use control measures as specified in subsections (e)(2)(A) through (e)(2)(C) to minimize the risk of heat illness. The selection of control measures shall be based on the environmental risk factors for heat illness present in the workarea.
- (A) Engineering controls. Engineering controls shall be used to reduce and maintain both the temperature and heat index to below 87 degrees Fahrenheit when employees are present or the temperature to below 82 degrees Fahrenheit where employees wear clothing that restricts heat removal or work in high radiant heat work areas, except to the extent that the employer demonstrates such controls are infeasible. Where feasible engineering controls are not sufficient to reduce and maintain the temperature and heat index to below 87 degrees Fahrenheit or the temperature to below 82 degrees Fahrenheit where employees wear clothing that restricts heat removal or work in high radiant heat work areas:
1. The employer shall use engineering controls to reduce the temperature, heat index, or both, whichever applies, to the lowest feasible level, except to the extent that the employer demonstrates such controls are infeasible; and
  2. The employer shall use engineering controls to otherwise minimize the risk of heat illness, except to the extent that the employer demonstrates such controls are infeasible.

EXCEPTION: The employer may use administrative controls in lieu of engineering controls if the employer demonstrates that the administrative controls can minimize the risk of heat illness more effectively than engineering controls.

- (B) Administrative controls. Where feasible engineering controls are not sufficient to reduce and maintain the temperature and heat index to below 87 degrees Fahrenheit when employees are present or the temperature to below 82 degrees Fahrenheit where employees wear clothing that restricts heat removal or work in high radiant heat work areas, administrative controls shall be used to minimize the risk of heat illness, except to the extent that the employer demonstrates such controls are infeasible.
- (C) Personal heat-protective equipment. Where feasible engineering controls are not sufficient to reduce and maintain the temperature and heat index to below 87 degrees Fahrenheit when employees are present or the temperature to below 82 degrees Fahrenheit where employees wear clothing that restricts heat removal or work in high radiant heat work areas, personal heat-protective equipment shall be used to minimize the risk of heat illness, except to the extent that the employer demonstrates that use of such equipment is infeasible.
- (f) Emergency Response Procedures.** The employer shall implement effective emergency response procedures including:
- (1) Ensuring that effective communication by voice, observation, or electronic means is maintained so that employees at the work site can contact a supervisor or emergency medical services when necessary. An electronic device, such as a cell phone or text messaging device, may be used for this purpose only if reception in the area is reliable. If an electronic device will not furnish reliable communication in the work area, the employer will ensure a means of summoning emergency medical services.
  - (2) Responding to signs and symptoms of possible heat illness, including but not limited to first aid measures and how emergency medical services will be provided.
    - (A) If a supervisor observes, or any employee reports, any signs or symptoms of heat illness in any employee, the supervisor shall take immediate action commensurate with the severity of the illness.
    - (B) If the signs or symptoms are indicators of severe heat illness (such as, but not limited to, decreased level of consciousness, staggering, vomiting, disorientation, irrational behavior or convulsions), the employer must implement emergency response procedures.
    - (C) An employee exhibiting signs or symptoms of heat illness shall be monitored and shall not be left alone or sent home without being offered onsite first aid and/or being provided with emergency medical services in accordance with the employer's procedures.
  - (3) Contacting emergency medical services and, if necessary, transporting employees to a place where they can be reached by an emergency medical provider.

- (4) Ensuring that, in the event of an emergency, clear and precise directions to the work site can and will be provided as needed to emergency responders.

**(g) Close Observation during Acclimatization.**

- (1) Where no effective engineering controls are in use to control the effect of outdoor heat on indoor temperature, All employees shall be closely observed by a supervisor or designee during a heat wave. For purposes of this section only, "heat wave" means any day in which the predicted high outdoor temperature for the day will be at least 80 degrees Fahrenheit and at least ten degrees Fahrenheit higher than the average high daily outdoor temperature in the preceding five days. ~~when the temperature in the work area is at least 10 degrees Fahrenheit higher than the average high daily temperature in the work area during the preceding five days.~~
- (2) An employee who has been newly assigned to any of the following shall be closely observed by a supervisor or designee for the first 14 days of the employee's employment:
  - (A) To a work area where the temperature or heat index, whichever is greater, equals or exceeds 87 degrees Fahrenheit; or
  - (B) To work involving the use of clothing that restricts heat removal where the temperature equals or exceeds 82 degrees Fahrenheit; or
  - (C) To a high radiant heat work area where the temperature equals or exceeds 82 degrees Fahrenheit.

**(h) Training.**

- (1) Employee training. Effective training in the following topics shall be provided to each supervisory and non-supervisory employee before the employee begins work that should reasonably be anticipated to result in exposure to the risk of heat illness:
  - (A) The environmental and personal risk factors for heat illness, as well as the added burden of heat load on the body caused by exertion, clothing, and personal protective equipment.
  - (B) The employer's procedures for complying with the requirements of this standard, including, but not limited to, the employer's responsibility to provide water, cool-down rests, and access to first aid as well as the employees' right to exercise their rights under this standard without retaliation.
  - (C) The importance of frequent consumption of small quantities of water, up to 4 cups per hour, when the work environment is hot and employees are likely to be sweating

more than usual in the performance of their duties.

- (D) The concept, importance, and methods of acclimatization and of close observation during acclimatization pursuant to the employer's procedures under subsection (i)(~~5~~4).
  - (E) The different types of heat illness, the common signs and symptoms of heat illness, and appropriate first aid and/or emergency responses to the different types of heat illness, and in addition, that heat illness may progress quickly from mild symptoms and signs to serious and life-threatening illness.
  - (F) The importance to employees of immediately reporting to the employer, directly or through the employee's supervisor, symptoms or signs of heat illness in themselves, or in co-workers.
  - (G) The employer's procedures for responding to signs or symptoms of possible heat illness, including how emergency medical services will be provided should they become necessary.
  - (H) The employer's procedures for contacting emergency medical services, and if necessary, for transporting employees to a point where they can be reached by an emergency medical service provider.
  - (I) The employer's procedures for ensuring that, in the event of an emergency, clear and precise directions to the work site can and will be provided as needed to emergency responders. These procedures shall include designating a person to be available to ensure that emergency procedures are invoked when appropriate.
- (2) Supervisor training. Prior to supervising employees performing work that should reasonably be anticipated to result in exposure to the risk of heat illness, effective training on the following topics shall be provided to the supervisor:
- (A) The information required to be provided by section (h)(1) above.
  - (B) The procedures the supervisor is to follow to implement the applicable provisions in this section.
  - (C) The procedures the supervisor is to follow when an employee exhibits signs or reports symptoms consistent with possible heat illness, including emergency response procedures.
  - (D) Where the work area is affected by outdoor temperatures, how to monitor weather reports and how to respond to hot weather advisories.

**(i) Heat Illness Prevention Plan.** The employer shall establish, implement, and maintain, an

effective heat illness prevention plan. The plan shall be in writing in both English and the language understood by the majority of the employees and shall be made available at the worksite to employees and to representatives of the Division upon request. The Heat Illness Prevention Plan may be included as part of the employer's Illness and Injury Prevention Program required by section 3203 or Heat Illness Prevention Program required by section 3395 and shall, at a minimum, contain:

- (1) Procedures for the provision of water in accordance with subsection (c).
- ~~(2) and~~ Procedures for access to cool-down areas in accordance with subsections ~~(c) and~~ (d).
- ~~(2)~~(3) Procedures, in accordance with subsection (e), to measure and record the temperature or heat index, whichever is greater; identify and evaluate all other environmental risk factors for heat illness; and implement control measures.
- ~~(3)~~(4) Emergency response procedures in accordance with subsection (f).
- ~~(4)~~(5) Procedures for close observation during acclimatization in accordance with subsection (g).

# AC Library Strategic Map 2019-2024

## Our Vision:

*Kind, Connected Humans*

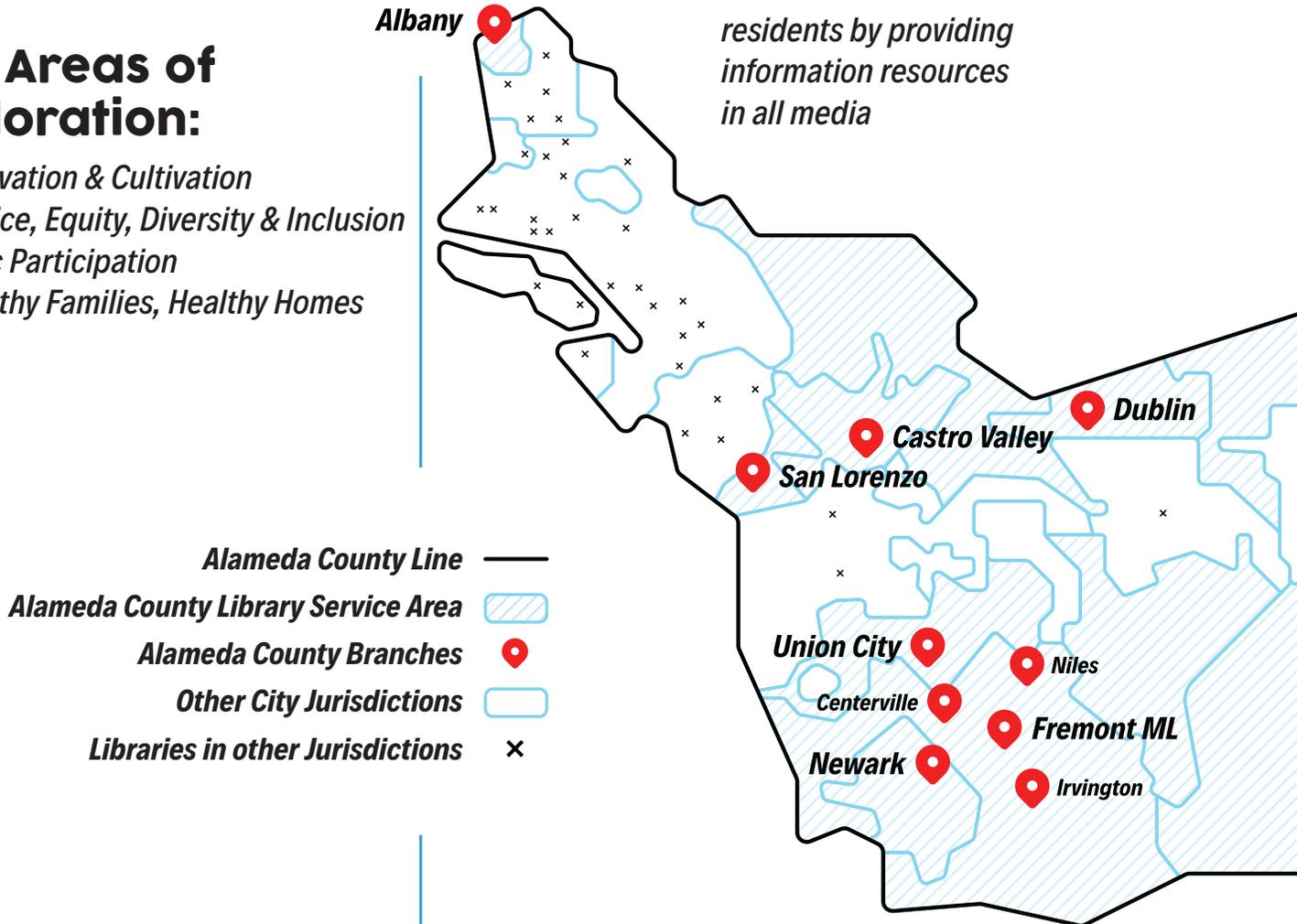
## Our Areas of Exploration:

- *Innovation & Cultivation*
- *Justice, Equity, Diversity & Inclusion*
- *Civic Participation*
- *Healthy Families, Healthy Homes*

We serve

# 589,666

*residents by providing  
information resources  
in all media*



- Alameda County Line** ———
- Alameda County Library Service Area** [hatched box]
- Alameda County Branches** [red pin]
- Other City Jurisdictions** [light blue outline]
- Libraries in other Jurisdictions** x



# Contra Costa County Library Strategic Plan 2019



A Renewed Focus

## INTRODUCTION

**“Public libraries are the sole community centers left in America. The degree to which a branch of the local library is connected to the larger culture is a reflection of the degree to which the community itself is connected to the larger culture.”** – Russell Banks

### MISSION

Bringing people and ideas together

### VISION

Contra Costa County Library is the pulse of our community. Working together, we spark imagination, fuel potential, and connect people with ideas and each other

The need for connection and community is essential. And yet, with a highly mobile population, community is quickly becoming a blend of backgrounds, interests and lifestyles, making those connections increasingly difficult. The characteristics that once distinguished one community from another are blurring.

The good news is that we know there are still common threads that unify communities. Within our county, Contra Costa County Library is one such unifier. Day in and day out, we bring ideas and people together to fulfill our mission in ways large and small.

As we took a strategic look at our future, we considered demographic trends across our service area, sought customer input, and assessed our performance. The result of our planning efforts is an updated strategic plan that will guide our work and will allow for annual reviews and adjustments.

The previous plan identified our vision to, “reflect the place the library holds in the minds and hearts of the community – what we call ‘The Evocative Library.’” We seek to be a community unifier by serving the public and providing an array of experiences that are responsive to community needs. To spark imagination and fuel potential we seek to respond to needs quickly while keeping quality of service in mind at all times.



**Our core goal is to champion personal and community engagement.** We do this by championing literacy and reading. These are not generic words to us. We see your relationship with the library as essential to your success. Whether that be professional ambition, exploring storytime with your tots, engaging in a civic discussion, or finding a good read, we are the place to help you meet your personal goals. We believe the library has the unique ability to bring communities together through shared culture and experiences. We also believe literacy and reading are core skills every person needs to achieve their full potential, whatever that may mean. As Frederick Douglass stated, “Once you learn to read, you will be forever free.” The other goals support the core goal: we provide equitable and easy access to services, we deliver a consistent and high-quality experience, and finally, we promote the library’s value, programs and opportunities to the community.

The following sections outline our strategic goals, highlight key strategies, and identify how we will measure success.

## GOAL 1:

The library champions personal and community engagement in literacy and reading to enrich lives.



### OBJECTIVES:

**Objective A** - Increase opportunities for literacy, education, and lifelong learning by a minimum of 10 percent.

**Objective B** - Increase library visits by 10 percent.

**Objective C** - Increase website visits by 10 percent.

**Objective D** - Increase active users by 10 percent annually.

**Objective E** - Increase circulation by 10 percent annually.



### KEY STRATEGIES:

**Plan and Promote Targeted Outreach** Utilize data and customer feedback to create outreach opportunities across the county to gain new cardholders

**Website Update** Implement new website increasing ease of access for online users

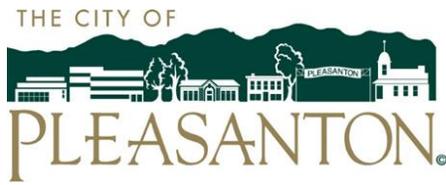
**Create Dynamic Planning Efforts** Empower branches and departments to create services that align with system-wide goals



<p><b>Goals</b></p>	<p><b>GOAL 2: The library ensures easy, equitable access to library services for all Contra Costa County residents.</b></p>	<p><b>GOAL 3: The library delivers a consistent, high-quality, and inviting experience at all points of contact.</b></p>	<p><b>GOAL 4: The library successfully promotes its value, programs, and opportunities to the community.</b></p>
<p><b>Objectives</b></p>	<p><b>Objective A</b> – Expand services to identified underserved populations a minimum of 10 percent.</p> <p><b>Objective B</b> – Optimize hours at the community level and other service points to increase usage by 10 percent.</p> <p><b>Objective C</b> – Enact initiatives to increase direct use of library services by non-active users by 10 percent.</p>	<p><b>Objective A</b> – Enact barrier-free customer service to improve user satisfaction levels by 10 percent.</p> <p><b>Objective B</b> – Assess all facilities and develop methods to increase user satisfaction levels by 10 percent.</p> <p><b>Objective C</b> – Create a long-term vision for library facilities to serve evolving community needs and address equity of resources.</p> <p><b>Objective D</b> – Explore and implement technology to enhance the customer experience.</p> <p><b>Objective E</b> – Establish standards of preparedness to respond to and recover from emergencies.</p>	<p><b>Objective A</b> – Update the library-wide marketing communications plan.</p> <p><b>Objective B</b> – Implement county-wide marketing of library services.</p> <p><b>Objective C</b> – Implement a staff-wide strategic marketing and communications plan.</p>
<p><b>Strategies</b></p>	<p><b>Needs Assessment:</b> Utilize standard research practices to identify economic and demographic factors for developing pilot programs</p> <p><b>Implement and Communicate Measurement of Library Usage:</b> Report system and branch measurements of Library’s reach and engagement with cardholders</p> <p><b>Standardize Programming and Services:</b> Organize and standardize Contra Costa County Library programming to create consistent experience across communities</p>	<p><b>Implement Annual Cardholder Survey:</b> Provide customers ability to give feedback on an annual basis. Surveys will be compared year over year to address changing needs</p> <p><b>Implement Weekly Net Promoter Score Survey:</b> Net Promoter Score provides recurring voice of the customer so Library can follow up with customers about their library experience</p> <p><b>Increase Customer Transparency:</b> Provide the public quarterly updates of library usage measurements</p>	<p><b>Create and Implement Targeted Marketing Plan:</b> Plan an annual marketing effort that includes targeted messaging, events, outreach, and in-branch promotions</p> <p><b>Standardize Branding and Customer Experience:</b> Branches align merchandising and branding with Contra Costa County Library strategic and marketing priorities</p> <p><b>Create Framework to Measure Outputs:</b> Measurement and tracking of physical spaces allows Library to plan and promote resources according to strategic priorities</p>

## A REALISTIC, MEASURABLE, AND CONSISTENT EFFORT

To be accountable to our community, we will measure our planning efforts and operate in an environment of continuous improvement. In 2018, we created a progress report to inform stakeholders and the public of our efforts surrounding the 2014 – 2017 strategic plan. You may find the progress report online at [cclib.org](http://cclib.org). In keeping with the trend of visibility and data driven tactics, we will also collect ongoing feedback, as listening to the needs of the community and adapting are what will keep the strategic plan relevant and beneficial for years to come. Specifically, we will use measures gained to set milestones for progress. We will also focus on customer retention, so we are sure to meet community needs. And with our core goal of literacy and reading, we will evaluate usefulness of digital services to keep up with cultural trends.



# City of Pleasanton Library and Recreation Department *Five-Year Strategic Plan 2019 to 2024*

*Our Strategic Plan serves as a roadmap for the Department for five years, identifying our focus of improvement and implementation of projects, programs and services. The plan is the result of a major effort by staff that incorporated input from the community through focus groups and an online survey.*

## Mission, Vision and Values



### Mission

*Start your journey here.  
Discover, Connect, Enjoy.*

### Vision

*Inspiring a vibrant community.*

## Department Values

*Our organizational values provide the basis for how we work to achieve our mission and vision.*

Integrity

Collaboration

Customer Service

Inclusiveness

Innovation



# Multi-Year Goals



## Goal A. Programs, Plans, and Services

*Deliver exceptional programs and services that meet the needs and interests of the community.*



## Goal B. Community Engagement, Customer Service, and Communication

*Deliver quality customer service and foster effective communication and engagement with the community to encourage participation in city-sponsored activities and events.*



## Goal C. Facilities and Technology

*Enhance customer experience through the pursuit of state-of-the-art technology and facilities to support the mission and vision of the department.*



## Goal D. Organizational Effectiveness and Talent Management

*Foster a productive and engaged workforce committed to continuous improvement and efficient service delivery in a way that reflects the department's organizational mission, vision, and values.*

## Department Overview

With a vision to inspire a vibrant community, the Library and Recreation Department is structured around the shared values of integrity, collaboration, customer service, inclusiveness, and innovation. The department oversees library services; senior services; the City's performing, literary, visual, cultural and public art activities; environmental education; facility rentals; a variety of indoor and outdoor camps, classes, events, sports and aquatics for all ages and abilities; as well as cemetery, homeless and paratransit services.

**Divisions.** The department is organized across two divisions— Library and Civic Arts and Recreation and Human Services with 55.25 full-time equivalent employees.

**Six** program areas within the department offer services to a population of 83,007 in the City of Pleasanton and surrounding communities:

- Administration
- Library Public Services and Outreach
- Library Circulation and Technical Services
- Civic Arts and Special Events
- Sports and Aquatics
- Human Services





**Vision:** Fostering shared experiences for a connected community

**Mission:** We work to ensure free and equal access to information, knowledge, independent learning and the joys of reading for our diverse community.

### Be the premier public library in the nation

- Institute a fine-free service model, eliminating overdue fines for library collections and providing for greater access to materials in socioeconomically disadvantaged communities.
- Provide programming and services to residents experiencing homelessness through the Library's Social Worker Program.
- Increase community awareness and usage of San Francisco Public Library through targeted outreach and marketing efforts to reach new users and underserved neighborhoods.

### Provide facilities to meet 21st century needs

- Partner with San Francisco Public Works to renovate the [Mission](#) and [Chinatown](#) Branch Libraries and explore the construction of a new [Ocean View](#) Branch Library to optimally serve those communities.
- Conduct a comprehensive facilities master planning process to guide future capital investments in response to growing community needs for library services.
- Support the installation of artwork at the Main Library to honor Dr. Maya Angelou and increase minority and female representation in the public realm.

### Support and celebrate reading & learning

- Promote [technology use and skill-building](#) among economically disadvantaged residents and senior citizens by providing greater access to digital literacy opportunities.
- Drive citywide participation in the annual [Summer Stride](#) reading and learning program.
- Host the 15th Annual [One City One Book: San Francisco Reads](#) featuring [There There](#) by author Tommy Orange.

### Engage youth in learning, workforce and personal growth

- Provide [job training, internships, college prep, and educational support](#) for teens and transitional age youth.
- Build a new generation of readers through weekly story-times, family programs and expansion of [FOG Readers](#).
- Support youth engagement and learning through The Mix at SFPL [teen digital media lab](#) and STEM learning opportunities at the branches.

### Provide access to innovative information services

- Serve as citywide hub for residents' participation in the [Census 2020](#).
- Provide high-speed access to the internet and [public computers](#), and [technology tools](#) available for check-out.
- Launch redesigned [virtual library presence](#) for enhanced patron experience and more seamless use of digital collections.

### Continue strong community partnerships

- Strengthen the SFUSD partnership through the [Scholar Card](#) program.
- Partner with the Mayor's Office of Housing & Community Development to bring library services to Hunter's View HOPE SF site.
- Celebrate the city's diverse cultures with exhibitions and cultural heritage programs.

### Excel in operational and fiscal management and professional development

- Library leadership will engage workforce to share the vision for the San Francisco Public Library.
- Evaluate the outcomes of library programs and services to assess impacts on San Franciscans' quality of life.
- Modernize collections inventory systems and equipment for improved customer service.