

LIBRARY NEEDS ASSESSMENT

FEBRUARY 2009

NEEDS ASSESSMENT FOR THE RICHMOND PUBLIC LIBRARY

RICHMOND



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Project Team

City of Richmond

Monique le Conge
Director of Library & Cultural Services

Stantec Architecture (Formerly Chong Partners Architecture)

Edward Dean, AIA
Project Director

Joseph Marshall

Rollen Perry

Mike Wong

Leslie Nordby
Library Consultant

Linda Demmers
Library Consultant

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Ex

EXECUTIVE SUMMARY



The purpose of this Community Library Needs Assessment is to identify the current and anticipated library service needs of Richmond residents through the year 2030, particularly as they relate to a new Main Library. To determine the library service needs, a number of complementary strategies were employed. All segments of the population were represented through a combination of:

- Analysis of community demographics
- Review of current library use statistics
- Study of City planning documents
- Analysis of a Library Survey with 1,100 respondents
- Review of a National Citizen Survey conducted by the National Research Center in 2007
- Interviews with 47 library stakeholders
- Focus groups with 13 special constituencies

SERVICE LEVEL GUIDELINES

While there are no universally accepted standards for library service, some library jurisdictions have established guidelines to improve library service. Service elements include facility size, collection size, seating, and public access computers. It is recommended that service levels be set for the Richmond Public Library. The recommended service levels are similar to those of other jurisdictions that have undertaken Master Facilities Plans in recent years. The service levels relate to the entire Richmond Public Library, including the Main Library, two branches and the bookmobile.

COMMUNITY LIBRARY SERVICE NEEDS

Library needs of Richmond residents fall into four categories—general, collection, services and spaces. The primary general needs expressed by residents were for extended service hours and a facility that is safe, attractive, high-tech and welcoming to all. There was also considerable support for a branch library in the Hilltop area.

The collection needs include children's books, community information, new books and bestsellers, career guidance and job-hunting guides, school curriculum support, adult fiction and non-fiction, reference materials and adult basic education resources. Audiovisual materials are in high demand. Materials in languages other than English, bilingual books and English language learning resources were requested by many community members and service providers, a reflection of the diversity of the population.

The services most valued by community members were services to children (homework assistance, reading programs, and story times), public access to computers and computer training, adult education and basic literacy instruction, teen programs, arts programs, and access to local history information. They also value staff reference assistance and programs that improve English language skills.

The spaces that survey respondents cited as most needed in a new Main Library were the children's area, homework center, quiet room with comfortable seats for reading, Internet stations with wireless technology, art exhibits, individual and group study areas, a career and job center, a local history room, and a café. Community organizations frequently requested space for programs and meetings, and almost all participants wanted an area for teens.

SERVICE LIMITATIONS OF THE EXISTING FACILITY

The existing facility is no longer able to support the delivery of services to a community with such diverse needs. There is no more room for books or audiovisual materials. Seating is limited, having been replaced over the years with shelving. Public access computers are in great demand; many residents do not have access to the Internet at home. It is difficult to increase the number of computers because of limited access to electrical and data lines.

Programming for children, teens and adults is limited; staff share the use of the single meeting room with community organizations. There is not an adequate space to provide needed homework assistance to students; the Friends of the Library must sort gift books in an aisle in the staff workroom; not all areas of the library are ADA compliant; and there is not enough room in the Children’s Room to provide story times that encourage children to love reading and learning.

The library’s literacy program and bookmobile service are not housed within the Main Library, which results in operational inefficiencies.

LIBRARY SPACE NEEDS

The needs identified during this needs assessment process will be translated into a Library Plan of Service, which will be used to develop a full Building Program for a new Main Library. Preliminary estimates of spaces needed to deliver the services and materials identified by residents include allocations for collections, seating, technology, meeting rooms, staff workstations, special purposes and a percentage of non-assignable space for utilities, circulation, restrooms, stairways and elevators. The proposed level of service for collections, seating, technology and square feet per capita are based on the standards proposed above and are similar to those of comparable libraries. The space allocation for special purposes, meeting rooms and staff workstations were derived from interviews with staff and community stakeholders. The proposed size of a new Main Library for Richmond is approximately 65,300 square feet.

RECOMMENDED SERVICE LEVEL RANGES FOR THE RICHMOND PUBLIC LIBRARY

	SQUARE FEET	COLLECTION	SEATING	PUBLIC COMPUTERS
Recommended Service Levels	0.5 - 0.61 /capita	2.75 - 3 items/ capita	2.5 - 3 .0 seats/1,000	1-1.1/1,000

PROPOSED SPACE ALLOCATION FOR A NEW RICHMOND MAIN LIBRARY (SQUARE FEET)	
Collections	16,566
Seating	6,510
Technology	2,675
Staff Workstations	6,817
Meeting Rooms	4,963
Special Service Spaces	8,267
Subtotal	45,798
Non-Assignable Space (30%)	19,502
TOTAL	65,300 SF

01

NEEDS ASSESSMENT METHODOLOGY



EXECUTIVE SUMMARY

The purpose of the Community Library Needs Assessment is to ascertain the current and anticipated needs of Richmond residents for library services, particularly for the Main Library through the year 2030. A number of complementary strategies were used to obtain information, maximizing the participation of community members and reaching representatives of all major populations in the City.

Direct Involvement of the Community

- Richmond Library Building Advisory Committee
- Analysis of a Library Survey with 1,100 respondents
- Review of a National Citizen Survey conducted by the National Research Center
- Interviews with 47 library stakeholders
- Focus groups with 13 community groups and special constituencies

Analysis of Existing Data

- Analysis of community demographics
- Review of current library use statistics
- Study of City planning documents and budget

INVOLVEMENT OF COMMUNITY

The Richmond community was actively involved in the needs assessment process through an advisory committee, a library survey, and focus groups and interviews with civic leaders, city staff, library staff and administration, special interest groups and community organizations. Additional information about library service needs was obtained from the National Citizen Survey conducted for the City of Richmond by the National Research Center in 2007. A series of community design workshops will be scheduled once a draft Library Plan of Service and Building Program are completed.

Richmond Library Building Advisory Committee (RLBAC)

Appointed by the Director of Library and Cultural Services, this group included eight respected community leaders, and six library and City administrators. They represent the government, business, education, and arts communities, the Library Commission, the City's Planning Department, West Contra Costa County School District, and the Neighborhood Councils. The committee met at critical points during the needs assessment, beginning in January 2007, and will continue to participate as the project moves into the design phase.

Community Surveys

Two surveys – one library specific and the other covering a wide range of public services - engaged many community members. The surveys are described in the Methods section that follows.

Community Stakeholders

Many community leaders and other stakeholders with a great love for the library in Richmond gave generously of their time and energy to provide information and guidance for this study. These include elected officials, city staff, civic leaders and service providers. Special appreciation is due City Manager Bill Lindsay, who provided support for this study. Key stakeholders who participated include:

Mayor and Council Members

Gayle McLaughlin

[Mayor](#)

Jim Rogers

[Vice Mayor](#)

Nathaniel Bates

Tom Butt

Ludmyrna Lopez

John E. Marquez

Harpreet Sandhu

Tony K. Thurmond

Maria Viramontes

City of Richmond Managers

Monique le Conge

[Director of Library & Cultural Services](#)

Michele Seville

[Arts & Culture Manager](#)

Diane Harrison

[Community Services Program Manager](#)

Richard Mitchell

[Planning & Building Services Director](#)

Lina Velasco

[City Planning](#)

Library Commissioners

Deirdre Cerkanowicz

Nick Despota, Chair

Ellen Liebman

[\(also Acting President of the Friends of the Richmond Public Library\)](#)

Luis Perez

Richmond Library Building Advisory Committee (RLBAC)

Terrance Cheung

[Contra Costa County \(Chief of Staff for Supervisor John Gioia\)](#)

Emma Clark

[Community Member](#)

Rosemary Corbin

[Community Member](#)

Nick Despota

[Library Commissioner](#)

Sherry Drobner

[Literacy Program Manager](#)

Wylendia Eastman

[Administrative Librarian](#)

Sandi Genser-Maack

[Richmond Neighborhood Coordinating Council](#)

Kathy Haug

[Administrative Librarian](#)

Arnie Kasendorf

[Commission on Aging Commissioner](#)

Francie Kuaniec

[WCCUSD Media Librarian](#)

Monique le Conge

[Director of Library & Cultural Services](#)

Richard Mitchell/Lina Velasco

[Planning Department](#)

Michele Seville

[Arts & Culture Manager](#)

John Ziesenhenn

[Chamber of Commerce](#)

Because of their leadership positions in Richmond, many members were also interviewed individually for their perspective on library service needs.

Richmond Library Staff

Richmond Library staff are key stakeholders in planning a new Main Library for the City. Many have served at the library for twenty years or more and have a good understanding of community needs, as well as ideas for enhancing service. Individual interviews were conducted with key staff (12) to determine current operating procedures, strengths of the library, services requested by patrons, limitations to service in the current facility, and a vision for a new Main Library. Almost all Richmond Public Library staff were involved in the planning process.

Linda Cisneros

Library Assistant II (Access Services)

Angela Cox

Librarian (teens)

Jose Dominguez

Library Assistant (Access Services)

Sherry Drobner

Literacy Program Manager

Wylendia Eastman

Administrative Librarian

Rodney Ferguson

Learning Center Manager II

Susan Harris

Executive Secretary

Kathy Haug

Administrative Librarian

Linda Holmes

Librarian (Local History)

Ruth Rogers

Librarian II (Cataloging)

Karen Roy

Librarian (Homework Program)

Ausma Savelis

Librarian (Documents)

Two focus groups were held with staff; one was a “role-setting” session to define priority services. The following twelve participated in either the focus groups and/or the role setting workshop.

Tarnel Abbott

Librarian (Adult Programming)

Marge Anderson

Library Assistant II (ILL)

Nancy Ferguson

Access Services Manager

Leo Leong

Lib. Information System Support Tech

Mary Anne McNeely

Library Assistant II (Cataloging)

Patricia Meeks

Library Aide (Children)

Geoffrey Miller

Librarian (Audiovisual)

Christina Nypaver

Librarian (children)

Janet Paige

Sr. Library Assistant (Access Services)

Veronica Rodriguez

Library Aide (Bookmobile)

Rosanne Ryken

Library Assistant (Children's)

Stacey Wilborn

Sr. Library Assistant (Children's Services)

N.B. The librarians all have reference and readers' advisory responsibilities as well as the specialties indicated above.

School Staff

Both the library and schools are in the business of education and are natural partners. The following public and parochial school and community college representatives were interviewed about student library needs.

Pamela Blake

Principal, Gompers High School (WCCUSD Continuation High School)

Judy Flum

Bibliographic Instruction Librarian, Contra Costa College

Jessica Fritzsche

Principal, St. Cornelius Catholic School

Grace Murphy Jenkins

Library Media Teacher, Lovonya DeJean Middle School (WCCUSD)

Francie Kuaniec

Library Media Teacher at Adams Middle School and co-chairperson of the Library, Committee for the West Contra Costa Unified School District (WCCUSD)

Ernestine Troutman

Media Librarian, Richmond High School (WCCUSD)

Other Community Leaders

Long time residents and respected community leaders were interviewed about the characteristics of the City of Richmond and which library services would most benefit the community:

Irma Anderson

Former Mayor

Myrtle Braxton

Member of Commission on Aging

Terrence Cheung

Chief of Staff for Contra Costa County Supervisor John Gioia

Emma Clark

Member of the Richmond Library Building Advisory Committee and the Richmond Public Library Foundation

Sandi Genser-Maack

President of the Richmond Neighborhood Coordinating Council, President of the Richmond Public Library Foundation

Ellen Liebman

Acting President, Friends of the Richmond Public Library

John Ziesenhenn

Vice President of the Richmond Museum of History, former President of the Chamber of Commerce

COMMUNITY ORGANIZATIONS

During its first meeting, members of the RLBAC identified organizations significant in the life of Richmond. Representatives from these organizations were selected for interview, focus groups or targeted survey distribution. The Committee stressed the importance of reaching out to the business and arts communities, the local school district, and to the traditionally underserved, such as non-English speakers and the homeless. Community organizations involved in this study through interviews or focus groups include:

Bay Area Rescue Mission

Contra Costa College

Familias Unidas

Friends of the Richmond Public Library

Lao Family Community Development Corporation

Opportunity West

Police Activities League

Richmond Arts Commission (through Manager)

Richmond Chamber of Commerce

Richmond Museum of History

Richmond Neighborhood Coordinating Council

Richmond Public Library Foundation

Richmond WORKS

Southeast Asian Psychological Services

St. Cornelius Catholic Church

West Contra Costa Unified School District

West County Librarians of the Contra Costa County Library

Among the most important organizations in Richmond are the Neighborhood Councils. Richmond residents identify strongly with their neighborhoods, and many city services are planned by neighborhood. There are 39 neighborhoods, and of these, 25 have an active neighborhood council. The leaders of the individual councils meet monthly as the Richmond Neighborhood Coordinating Council, and it was to this group that library surveys were distributed.

SPECIAL CONSTITUENCIES

Richmond is an exceedingly diverse city in all ways. There are large populations of Latinos, African Americans, East Indians, Southeast Asians and Caucasians. There are many small service organizations serving different constituencies, including seniors, teens, students, Southeast Asians, homeless families, Spanish-speaking residents, foster care families, youth at risk, immigrants, the unemployed, and those with limited reading skills. There are groups with special interest in the library, including the Friends of the Richmond Public Library and librarians from neighboring branches of the Contra Costa County Library. The constituency groups that were identified for focus groups or interviews follow.

Service Providers to the Homeless, Unemployed, At-Risk Youth, Southeast Asian Residents

Advocating for those who have little public voice are the many community-based organizations that provide service to the unemployed, the poor, the homeless and youth at-risk. Representative of these groups were:

Carey Kachurka and Cathy Harris, Bay Area Rescue Mission

Luis Perez, Opportunity West (also Library Commissioner)

Rosemary Viramontes, Richmond WORKS

It was difficult to reach the Asian-speaking residents of Richmond. The founder of the Lao Family Community Development Corporation indicated that culturally the Lao are not used to participating in community life. To interpret the needs of these community members, many of them recent immigrants, service providers to the Chinese, Japanese, Thai, Lao, Mien, Vietnamese, and Korean residents were contacted.

Staff members who participated in the focus group with the South East Asian Psychological Services were Lily Suzuki, Vicky Khansouvong, Kawal Ulanday, Alvin Gregorio and Koy Saetern. Those from the Lao Family Development Corporation were Kathy Chao, Laura Lepe, Thau Vince Pham, Mai Quach, Luis del Muro, Su Dung, and Mariatsu Sesay.

Spanish Speaking Residents

The 2000 Census reported that Richmond's population was over 26% Latino. Based upon the demographics in local schools, this percentage has significantly increased since 2000. Over 36% of residents speak Spanish at home and over 13% are linguistically isolated. This is a significant community group. A total of 75 residents filled out the Spanish language survey.

To augment the survey, two focus groups were held with parents participating in the West Contra Costa School District's Multilingual District Advisory Committee (MDAC). This was arranged through Councilman Harpreet Sandhu and included Marco Gonzalez, Principal/Coach of the District. A total of 25 parents and community members attended these focus groups; the District provided translators.

In addition, 110 bilingual teens attended a presentation on the library at St. Cornelius Catholic Church and provided suggestions for the new Richmond Library.

New Readers

Information about the needs of new readers and literacy students was gathered through the participants in the library's literacy program, LEAP (Literacy for Every Adult Program). Many students filled out surveys with the assistance of tutors and literacy staff members. Their needs were also summarized by the staff working with the basic literacy, ESL, GED and Families for Literacy programs.

Teens

Over 65 teens between the ages of 15 and 19 responded to the survey; twenty of these were from students in the Police Activities League (PAL) homework program at its headquarters. A focus group with teens was held at Richmond High School for 15 members of the PAL homework club. As mentioned above, 110 teens provided input during a meeting at St. Cornelius' Church.

Seniors

Seniors are very active in the life of the community and participate in leadership roles. The President of the Commission on Aging, Arnie Kasendorf, was on the RLBAC. A focus group was conducted at the Richmond Annex Senior Center with 11 Seniors and the Recreation Program Coordinator. Surveys were distributed at the Macdonald Avenue Senior Center. A total of 25% of the survey responses were from residents ages 60 and older.

Other Local Libraries

Contra Costa County Public Library provides service to cities adjacent to Richmond - San Pablo, Kensington, El Sobrante and El Cerrito - as well as to more remote Rodeo and Crockett and nearby unincorporated areas of the County. Residents of Richmond and surrounding communities use both the Richmond and County libraries. Both the County and City are interested in exploring ways to partner in providing library service in West County, making delivery as seamless as possible to library patrons. Incompatible automation systems are currently a stumbling block. The following West County librarians were part of a focus group to determine what role the Richmond Library plays in the West County area.

Jan Aaronian

Branch Librarian, El Sobrante Library

Brian Gyoerkoe

Deputy County Librarian (former)

Nancy Herrera

Branch Librarian, San Pablo Library

Laura Moninengo

Branch Librarian, El Cerrito Library

Liz Ruhland

Branch Librarian, Kensington Library

METHODS

A variety of strategies was used to determine library service needs for the Richmond community, including both analysis of community demographic data and direct community involvement. The intent was to maximize the participation of community members.

DEMOGRAPHIC ANALYSIS

Analysis of the demographics of Richmond, both as a whole and for the downtown area surrounding the proposed library site, yielded a great deal of information about the community's make-up, and pointed to specific library service needs that were later confirmed through the interviews, focus groups and surveys. For the most part, the statistics for Richmond were compared to those of the state of California and the United States; for some measurements, Richmond was also compared to Contra Costa County. The sources of the demographic information include:

- US Bureau of the Census. Census 2000
- Association of Bay Area Governments (ABAG). Projections 2007
- State of California. Employment Development Department. Labor Force Data
- State of California. Department of Finance. Demographics
- California. Department of Education. California Basic Educational Data. 2006, 2007

Current Library Use

Statistics on the current use of the collection and programs provided insight into those materials and services most valued. Collection distribution was compared to circulation and turnover (the number of items in a collection segment divided by the number of circulations).

City Planning Documents

In 2007 the City of Richmond conducted discussion/visioning meetings throughout the community in preparation for updating the 1994 General Plan. Preliminary goals for the Education & Community Services and Community Facilities & Infrastructure elements include some that impact the library:

- Build on the assumption that learning is a lifelong process; quality opportunities for learning should begin in early childhood and continue through adulthood;
- Recognize the needs of those with limited English language skills;
- Provide after-school programs and activities for students;
- Develop public/private educational partnerships;
- Provide literacy programs for young adults and those with limited English language skills;
- Encourage and promote higher education programs;
- Provide parenting support and training for Richmond families;
- Provide new library branches or regular bookmobile visits in neighborhoods more than two miles from a library facility;
- Reopen and expand City libraries to meet diverse needs, including preschool programs, assistance to school age children, and job training;
- Partner with senior and community centers to provide programs that meet the needs of adults;
- Develop high standards for design and maintenance of facilities, including green building standards;
- Ensure safety in public buildings;
- Provide and support facilities that foster arts and culture.

Richmond Library Building Advisory Committee (RLBAC)

During the course of the Community Library Needs Assessment, this group identified important groups and individuals in the community for interviews, focus groups and survey distribution; reviewed data collected; participated in a role setting discussion; and developed recommendations for the use of space in a new library. It met from January through June of 2007. The Committee will also review the Library Plan of Service and Building Program when completed.

SURVEYS

Library Survey

By far the greatest community participation was through a survey distributed widely in paper format and through an on-line survey service, Survey Monkey®. The survey was posted and distributed from January 28, 2007 through April 15, 2007. Paper copies were given out at the library, the office of Recreation and Parks, at focus groups held by the planning consultants, and at various community organizations including Senior Centers, Police Activities League, the Neighborhood Coordinating Council, LEAP, church groups, Familias Unidas, and the Multilingual District Advisory Committee. Announcements about the survey appeared in the City's "Green Sheet" and the weekly newsletter of the Chamber of Commerce. The survey was also accessible through the City's and the Library's websites. Councilman Tom Butt sent an announcement of the survey to the hundreds of residents on his "Tom Butt E-Forum" and encouraged others to forward the e-mail message.

AGE GROUP	% OF POP.	% OF RESPONSES
10 to 14	7%	6%
15 to 19	7%	6%
20 to 24	7%	3%
25 to 34	15%	11%
35 to 44	13%	16%
45 to 54	13%	21%
55 to 59	8%	12%
60 to 64	4%	12%
Over 65	11%	13%

Survey respondents represented a good cross section of age groups, closely matching the demographics of the community according to the 2000 Census.

The survey received an overwhelming 1,100 responses. Of these, 720 were paper and 380 were submitted using a link to the electronic version. A Spanish language version received 75 responses. The survey instrument is displayed in Appendix 1. Survey highlights are included in the Analysis of Library Service Needs chapter of this document. The survey reached both library users and non-users. 72% of respondents have used a library in the past year and those who do use the library do so with great frequency.

Survey Respondent Profile

Electronic responses and tabulations were completed using the Survey Monkey® website. In addition to responses to user profile questions and multiple choice library use and opinion questions, survey respondents offered 197 additional comments. These included many requests to reopen the branch libraries and/or to extend hours.

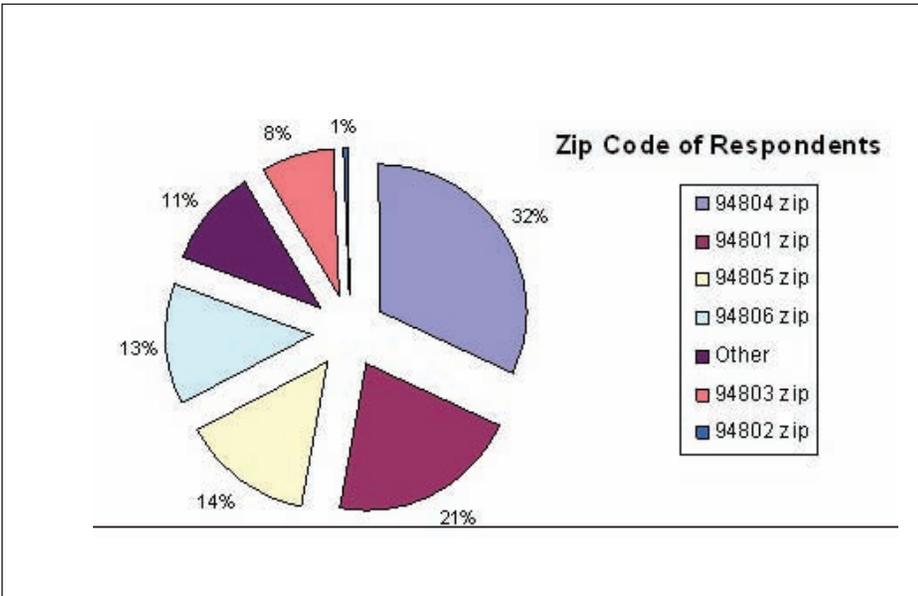
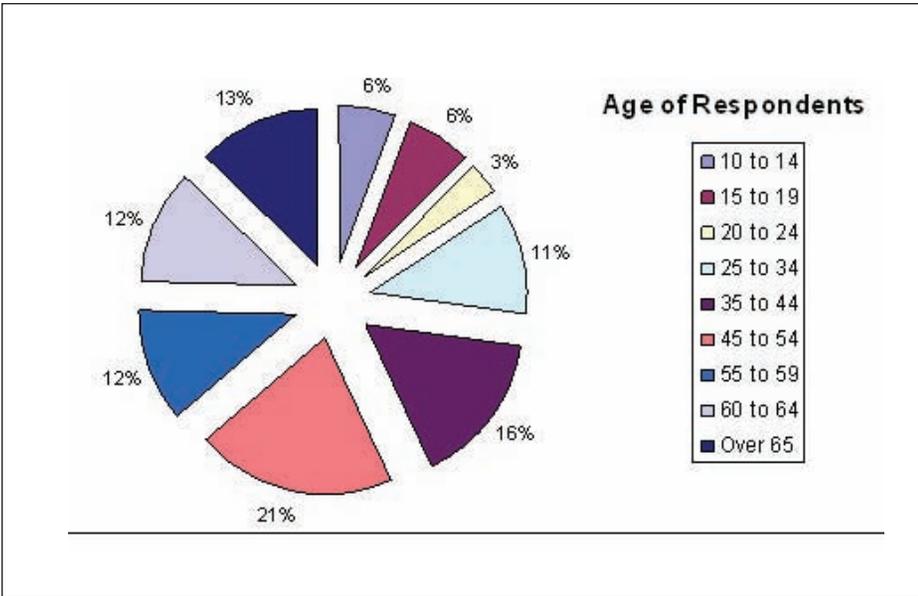
Other frequent requests included comfortable furniture, updated décor, quiet, and a “Barnes and Noble” atmosphere, including a café, art exhibits, more books and more best sellers. Services desired included more programs for children, homework help, advertising library services, reading and tutoring programs, film programs and a teen advisory board.

The community wants a secure, well lighted, comfortable building that is open more hours. Recommendations of libraries to visit and emulate included Pleasanton, Fresno branch on Perrin Street, Seattle Public Library and Orinda Branch of Contra Costa County Library. A summary of comments is included in Appendix 2: Library Survey Results.

National Citizen Survey

In 2007 the City Council approved the administration of a community survey the results of which would help set priorities for the 2007-2008 fiscal year budget, identify community concerns, and improve service delivery. Richmond enrolled in the National Research Center’s (NRC) National Citizen Survey program. The NRC focuses on the public sector. The survey was mailed to 3,000 randomly selected residents. Of these 610 completed the survey. Key findings that impact the delivery of library service include:

- Expanding after-school programs and expanding job training and development programs were two of the five conditions identified as most critical for the City to address; the library has a role in both.
- The following issues were rated as “essential” or “very important”: building a new library facility (67%), expanding small business development programs (69%), and expanding after-school programs (85%); again, the library has a role in each.
- A large percentage of respondents reported that they did not know about and had never used the City’s library services or recreational centers and programs (45% never used the library) indicating a need for more outreach and publicity.
- The primary concerns of Richmond residents are crime, drugs, lack of opportunities for youth, the overall appearance and reputation of the City, and the quality of public school education; 72% indicated the quality of public education was a major problem and 30% of respondents reported that a member of their household had been a victim of crime during the past twelve months. Richmond libraries must be designed with security in mind.
- On a scale of 0 (poor) to 100 (excellent), respondents rated both the variety of library materials and the quality of library services at 40. The collections and services should respond more directly to the needs of community members.



The City was also well represented geographically. Half of the respondents were from the 94801 and 94804 zip codes with significant numbers from 94805 and 94806 as well. These are the major zip codes for Richmond.

FOCUS GROUPS

Focus groups were selected as a method for obtaining input from community members whenever groups of residents with similar interests could be identified. Because it was difficult to reach the Southeast Asian population directly, focus groups were conducted with staff of the Southeast Asian Psychological Association, and the Lao Family Community Development Corporation, two service providers.

The focus groups were asked to provide information about their community group, to describe the characteristics of Richmond, to comment on current library service, and to help define library service needs both for their constituents and for the City as a whole.

Thirteen focus groups were held:

- Library staff (2)
- Spanish speaking parents of West Contra Costa Unified School District (2)
- Managers of nearby libraries within the Contra Costa County Library
- Teens
- Baby Boomers (2)
- Seniors
- Friends of the Richmond Public Library
- Managers of Library and Community Services
- Service providers to the Southeast Asian population (2)

INTERVIEWS

Interviews rather than focus groups were used in cases where it was legally necessary (City Council), for library staff with specific information needed for the study, for many of the RLAC members and other community leaders with broad information about the community, for service providers where clients could not be reached directly, and for library administrators. A total of 47 interviews were conducted.

- Elected Officials (9)
- Public Schools (5)
- Private Schools (2)
- Library Commission (4)
- Library Staff and Administration (13)
- Business Community (2)
- Arts Community (1)
- Richmond City Departments (3)
- Service Providers to the homeless, at-risk youth and unemployed (4)
- Other Community Leaders (4)

PRESENTATIONS

A brief presentation was made to the Richmond Neighborhood Coordinating Council, which includes representatives from the influential local Neighborhood Councils throughout the City. Twenty-four of those attending filled out the survey, and some took copies of the survey to their own groups to distribute.

Another brief presentation was made at the Macdonald Avenue Senior Center; survey forms were distributed to seniors gathered there for lunch.

The third presentation was to a group of 110 teens attending a Lenten worship service at St. Cornelius Church. Most were bilingual Spanish speakers. Encouraged by Father "Fili", they expressed what they would like in a new Richmond Library for themselves and their families.

SITE VISITS

Consultants observed operations at the current Richmond Main Library. Site visits also were made to community organizations and service centers. These included libraries admired by Richmond staff for some particular service or space (Pleasant Hill and Hercules library in Contra Costa County, San Mateo, Berkeley, San Jose Main, and Santa Clara), Riverside Elementary School within the West Contra Costa Unified School District, a Bay Rescue Mission site serving the Historic Triangle, the Macdonald Avenue Senior Center, the Richmond Annex Senior Center, the Richmond Art Center, St Cornelius Catholic Church, Richmond WORKS, Richmond High School, the Rosie the Riveter/World War II Home Front National Historical Park, and the Chevron property.

02

COMMUNITY ANALYSIS



EXECUTIVE SUMMARY

Many factors affect the planning for a new Richmond Library. The City's General Plan and the City Manager's 197 Violence Reduction Strategies must be taken into account. Concerns expressed by respondents to the 2007 National Citizen Survey on the quality of public services must be addressed. Seasoned library staff provided their observations and recommendations. Public schools that are part of the West Contra Costa Unified School District, private school staff and a librarian at the local community college provided perspective on the educational needs of residents. Community members and organizations identified collection, facility, staff and program needs.

From demographics and community input, characteristics of Richmond were identified that help define library service needs:

- The population of Richmond will increase to approximately 128,000 by 2030; the current library is too small to meet the needs of a community of this size.
- The population is diverse and growing even more diverse; diverse constituencies have equally diverse service needs.
- A significant percentage of the population has limited educational attainment and/or limited English language skills; literacy, tutoring and ESL services and materials in languages other than English will be needed in the library.
- Only one of the area public schools meets the Academic Performance Index interim statewide goal of 800; students need educational support.
- Violence is a concern for many residents; the library must both be and appear to be safe.
- Richmond has high unemployment, high poverty rate, low per capita income, and lower property values than many communities in the Bay Area; the library needs to provide employment resources, in conjunction with other service providers.

FACTORS AFFECTING THE LIBRARY'S GOALS

There are many factors that affect the planning for a new Richmond Library, its goals for service and its facility. Elected officials have a vision for the library's role in the community; government agencies have expectations for what the library will provide; there are student needs that are not currently being met by the local schools at all levels. Community organizations and a variety of constituencies have special needs. From the demographics, one can extrapolate the need for other library services. These factors are highlighted below.

GOVERNMENT AGENCIES

The City of Richmond, incorporated in 1905, has a Council/Manager type of government. The City operates its own library system, which includes the Main Library, two very small branches and the bookmobile. Those in government who will affect the vision, planning and implementation of library services include the City Council, City Manager, Library Commission, Director of Library & Cultural Services, and other City Departments. Their roles in the planning process and their recommendations for a new Main Library follow.

City Council

Each of the nine City Council members was interviewed for this study. While there is not a collective vision for a new Main Library, all agree that the library is an extremely important educational, cultural and social institution for the City.

Various Council members also suggested that a library was needed in the Hilltop area, that the library must reflect the multicultural nature of the City, that safety must be a consideration in the planning, that there be ample hours, and that sufficient parking be provided. Restoring hours and staff at the existing Main Library and branches took precedence over a new Main Library for one Council member.

They recommended that the library include books about the various cultures in different languages, school curriculum support, and materials in languages spoken by community members. Services should include literacy (basic, early, family), story telling, bookmobile outreach, cultural programs, after-school programs for youth and teens, and educational programs about Richmond's history and environment.

They expect a new Main Library to provide a large Children's Room, a Teen Area, display areas for art, a Local History Room, and a variety of community meeting rooms. The building should complement the existing building in the Civic Center, be a "green" facility, provide an educational experience, and perhaps include a café.

They want modern technology used to enhance the delivery of service. Ample public access computers and Internet access is important, especially for the many residents without computers at home. One suggested that the library be part of a citywide network of public access computers easily accessible to the public in their neighborhoods.

City Council members expect the library to be a repository of Richmond's rich history - its maps, local newspapers, public documents, and social history, including information on community events. This complements the Richmond Museum of History, which houses artifacts and may be relocated into the current library facility when a new one is built, providing a cultural focal point for the City.

"It should be THE reading place, where the community does its communal thinking."

"The library should provide a cultural connection, with cultural activities and meeting spaces."

“The library should provide a focus for the community, be an events center-the more roles it fills the better.”

“The library should attract people to Richmond to see the positives of the City.”

“It is important to have the library useful to ALL segments of the community; we may need to reach out to those not currently using the library.”

The City Council will be the body that reviews the Community Library Needs Assessment, Library Plan of Service and Building Program and approves going forward with the design and construction of a new library. Members will be involved in all phases of the planning, both as community representatives and as legislators.

City Manager

City Manager Bill Lindsay was appointed by the City Council to implement policy, oversee the annual budget, and insure the equitable delivery of public services. He has initiated both short-term and long-term special development projects. His focus at this time is upon the reduction of violence in the City. He presented 197 Violence Reduction Strategies to the City Council, and all City departments have a role to play in violence reduction. The strategies directly and indirectly related to the library include:

- Reopening branches and expand the hours at the Main Library to 56 per week
- Expanding bookmobile service from four to six days per week
- Expanding ESL, Adult Literacy, Families for Literacy, and GED preparation services
- Expanding Homework Help from one to four days per week; take both Homework Help and Literacy to the Community Centers
- Increasing outreach to support K-12 schools
- Providing summer and holiday programs for youth
- Creating access points for youth to be involved in the community (library volunteer program)

Two additional strategies for the future are the support of any vocational programs that are developed in the City and the provision of City-paid librarians to local school libraries.

As this project moves forward, the City Manager will work with the Library to secure funding for the new Main Library.

Library Commission

The Library Commission is a citizen's advisory group appointed by the City Council. It will be involved in the planning of any new facility and its services and programs. Three of the Commissioners in 2007 participated on the RLBC and four members were interviewed. They emphasized the importance of wireless technology, ample public access computers, book-mobile service, multicultural programming and a library that contains:

- Meeting rooms (one seating 20-30, one seating 10-20) and an auditorium, with access from both inside and outside access
- Quiet space for study
- Defined spaces, but with enough flexibility to change in the future as demographics change
- Clear lines of sight for supervision of public spaces
- Spacious feel, but not wasteful of space
- Large Children's Area with storytelling space
- Computer Lab that can be used as a classroom
- Courtyard and garden
- Local History Room
- Acoustically isolated Teen Area
- Stimulating environment

These residents also proposed a new branch library in the Hilltop Area, and cooperation with the County in serving the library service needs of the City's far-flung population.

Library Director

Monique le Conge is Director of Library & Cultural Services, has broad responsibility for not only the Library, but also for Arts & Culture. She recommends policy to the City Council, administers the library's facilities, collection, staff and services, and holds the vision for the library.

"The Library plays an important social function as a place to rub shoulders.

The community's vitality is in these small interactions."

"The Library will be the community's living room, with many activities."

She encouraged the City Council to initiate this study and convened the Richmond Library Building Advisory Committee, as well as identifying other community contacts. She will be intimately involved in all aspects of both this study and its implementation. Although Ms. le Conge stayed “in the background” in order to encourage community members to participate in the Community Library Needs Assessment, she does have some expectations of a new library:

- Efficiency of operation and self-service technology, since there will not be a large staff increase for a new library
- A café with access from the outside, a community asset
- Exhibit space
- Meeting rooms of all sizes
- Bookmobile and literacy services brought into the new library
- A patio between the new library and the museum
- Partnerships with other city and community organization for programming
- The City's 2007-2008 Budget includes strategic goals for the entire City with specific goals for the Library. These fall into four categories:
 1. *Maintain and enhance the physical environment;*
 2. *Promote a safe and secure community;*
 3. *Promote economic vitality;*
 4. *Promote effective government.*

City Departments

Several City Departments will be involved in the planning and construction of a new Richmond Main Library.

The Planning Department is engaged in a two-year process to update the 1994 General Plan that will guide the City's growth and development for the next ten years. It will be instrumental in planning the new library's inclusion in space adjacent to the Civic Center. The Director of Planning is a member of the RLBAC. Later in the process of planning, both the Planning Commission and Design Review Board will review plans. The Director of Planning also suggested the following for a new Main Library:

- After-school programs for youth
- Support for vocational training once programs are initiated
- Internet stations
- Materials that highlight the historical contribution of different groups of immigrants

The Arts Commission, which promotes and encourages fine arts and performing arts, advises the City on its arts programs and initiatives. Since the 1940s the City has had a public arts program, and 1.5% of the cost of eligible capital improvements is set aside for public art. The library will participate in this program, interfacing with the Commission. The Arts Manager is on the RLBAC, was interviewed for this study and recommended the following for a new Main Library:

- Exhibit space for revolving collections of art
- Local History Room
- Programming/meeting space
- Arts and writing programs for youth in conjunction with the Arts Commission

At a later time, the City's IT Department will be involved in the project, since it manages and supports the Library's technology. Planning and Building Services will also be part of the planning and review process as designs are developed from the Building Program.

Library Staff

The input of the library staff was important throughout the planning process. Staff have direct contact with current library users and know the materials and services that are most popular. They are aware of the service and physical limitations of the current facility and have suggestions for improving operations.

The needs identified by staff for collections, technology, spaces, programs and special services are summarized below, along with general needs. The needs for staff space are included in the Analysis of Library Service Needs chapter.

General

- Green building
- A fully accessible facility
- Good sight lines for visual supervision of public areas
- Welcoming and user-friendly environment
- Extra restrooms
- Adequate, secure parking
- Ample storage
- A van to deliver library service to the homebound, to Community Centers, to areas too small to accommodate the bookmobile, and to use at community events
- A branch library in the Hilltop Area

Collections

- Larger collections of Spanish language materials in all formats for children and adults; collections in Japanese, Chinese, Vietnamese, Punjabi, French, Laotian, Khmer; ESL materials
- Teen recreational collection with graphic novels, magazines, and reading list classics
- Much larger popular and educational audiovisual collections for all ages
- Large collection of job information materials
- Document collection that is accessible on “open” shelves

Technology

- Adequate public access computers to meet high demand
- Computer Lab for training (20-25 computers)
- Laptop plug-in areas
- More self-service technology
- Wi-Fi

Spaces

- Defined areas for different ages and library functions
- Dedicated and inviting Teen Area with computers, teen-friendly furniture, group study space, listening stations, and room for gatherings
- Large Children’s Area with furnishings of appropriate sizes for different age groups, family restrooms, family reading area, craft room, story telling area, computers (15-30), a large storage area, space for homework assistance, wheeled book cases for special programs such as Read About Town
- Bookmobile garage with ventilation and staging area
- Local History Room with patron seating, proper shelving/storage for the variety of materials, and a computer
- Delivery entrance with wide door, delivery counter and temporary storage

Programming / Meeting Space

- Auditorium with 150-200 seats
- Group study rooms

Services

- Computer classes for adults
- Programs for toddlers, preschool children, children, middle school students, teens and adults; the library to play an active role in providing civic and cultural programming
- Expansion of homework tutoring
- Delivery of library materials to the homebound
- Strong literacy program, including basic literacy, ESL, Families for Literacy, GED preparation and a play area for the children of adult students

- Greeters at entrance/information desk
- More outreach to the community, both to publicize services and to deliver them to Community Centers and other places where people congregate

SCHOOLS

Although Richmond's population is diverse, the one thing that unites them is a desire for the children to do well. The needs of students are an important part of planning for a new Richmond Library. These needs were interpreted by the students themselves, by parents, and by school librarians and administrators. Public and parochial schools, as well as Contra Costa College, were included in interviews and focus groups.

West Contra Costa Unified School District

The West Contra Costa Unified School District (WCCUSD) operates the public schools in Richmond, as well as four other cities (Hercules, Pinole, San Pablo, and El Cerrito) and unincorporated areas of Contra Costa County including El Sobrante, Kensington, North Richmond, Tara Hills and Montalvin. It serves 31,000 students in grades K-12 with 18 preschools, 37 elementary schools, one K-8, seven middle schools, six comprehensive high schools, ten alternative schools, and 60 Adult Education sites.

Of these, there are 18 elementary schools, two middle schools and three high schools in Richmond. Each of the schools has a dedicated common area designated as a library, although the size of the collections, hours open and staffing vary widely. Information about the libraries in 17 elementary schools (excluding small Harbour Way) is displayed on the following page. Only eight paraprofessionals staff the elementary school libraries; each visits five schools once a week. Some schools also use Title 1 funds to employ a library clerk. The expenditure for materials in each school library is less than \$5,000 per year.

The elementary school libraries are limited in the services they can provide due to size of collections, limited hours, and minimal staff. There are ten public elementary schools in Richmond that have no technology. Among these ten are the four schools closest to the Richmond Library: King, Grant, Wilson and Coronado. The District is involved in the largest rebuilding program in the state through a \$1 billion bond; as these schools are renovated, technology will be upgraded.

The public middle and high schools all have libraries and professional staff. The closest Middle School, Lovonya Dejean, is within walking distance of the Richmond Library. It has the most modern library in the District, in a facility built in 2003, and houses 6,000 volumes. Both local middle schools, however, are limited in the hours open (during school hours), collection size, and ability to provide information literacy instruction.

The closest high school to the Richmond Library is Gompers, a continuation school for 260 16-18 year olds who have had some academic, behavioral or legal problems. It has no library, although there is a plan to build one. The Principal indicated that the needs for these students are access to computers (they have computer training) and literacy programs during the summer when school is not in session. Most of these students have difficulty keeping up with the literacy curriculum of the Adult School and find the library's programs more useful.

The closest comprehensive high school is Richmond High. With almost 1,800 students, it has a low graduation rate (74.5% compared to 85.1% for the entire City) and a high drop out rate (11.6% in one year, compared to 3.3% for the State.) The library has 20,000 volumes and is open during school hours. These schools do not meet the Information Power guidelines for school library media centers.

There is no District Librarian; a committee of library staff meets regularly to share information and make recommendations to enhance school library service.

All of the public schools have after-school programs for their students, but

WCCUSD SCHOOL LIBRARIES IN RICHMOND ELEMENTARY SCHOOLS	
Number of schools with dedicated common area designated as a library	17
Number of hours library open per week	6 (4 schools) 11-16 (5 schools) 21-26 (6 schools) 36 (2 schools)
Number with credentialed staff working in the library?	0
At least one classified employee working in the school library?	17 yes
Classified employee works more than half time?	17 no
Number of books in the school library	2,500 (2) 5,000 (8) 7,500 (6) 10,000 (1)
Average copyright date in 520s	1989 (1) – 1998 (2)
Automated catalog	7 yes
Automated circulation	7 yes
Internet access	0
Video collection	1
No technology	10
Money spent on books	<\$5,000 (17)

capacity for enrollment is limited by space and staffing.

It is recommended that the City encourage the WCCUSD to open school libraries for more hours to meet the curriculum needs of their students. With limited hours, collections, computer access and staffing, students need the public library; bolstering school libraries was one of the City's strategies for violence reduction.

There are at least 13 private and parochial schools in Richmond, most with very small student bodies. The largest schools are Salesian High School (570 students, grades 9-12), St. David's (323 students, grades PK-8) and St. Cornelius (210 students, grades K-8). St. Cornelius is particularly important for this study. Located less than a block from the library, it has a library of about 5,000 volumes, but it is not staffed. Because the library also doubles as the school's Computer Lab, it is often not available for class library visits. Students flood into the Richmond Public Library after school.

Public and parochial school staff and administrators, as well as students, identified the following needs. They are described in more detail in the Analysis of Service Needs chapter of this document.

Collections

- Curriculum support, especially in the social sciences and sciences
- Graphic novels, popular magazines, teenage novels in Spanish
- Up-to-date career information; college and scholarship information

Technology

- Public access computers
- Tutorial and word processing software
- Instruction on use of computer
- Databases for research

California Department of Education. School Library Survey Collecting Information from the 2004-2005 Academic Year.

2.8 | RICHMOND PUBLIC LIBRARY | NEEDS ASSESSMENT

Services

- Evening and weekend hours
- Programs on study skills
- Volunteer opportunities
- Group study rooms
- Family reading times
- Class visits to the library
- Programs to build English skills (70% of the students at St. Cornelius are English Language Learners)
- Information literacy instruction; training on using the library
- After-school tutoring program
- Café to help revitalization of downtown

Contra Costa College

Contra Costa College is a two-year urban community college, located in nearby San Pablo. Many Richmond residents attend this school for its vocational programs or as preparation for four-year colleges. The school's library is being remodeled and will house the Library and Media Lab, College Skills Center, Staff Development Office, and LAVA (Library, Allied Health, Vocational Training and Athletics) Division Office.

The library houses 55,000 volumes, with emphasis on the reference collection. It serves both youth and adults; one-third of the students are just out of high school and one-half work; two-thirds have children. The library provides both student and community computer skills workshops and information competency orientation, but more is needed.

The Advocate, the student newspaper, in its March 21, 2007 edition, published an article about the college library. It stated that 72% of the collection was printed prior to 1980; that a State study done in 2003-2004 indicated that the collection fell 40% short of its book minimum and 85% short of its periodical minimum as defined in Title 5 of the California Code of Regulations. The article stated that the college has the third smallest budget for books (\$9,346) of the 89 community colleges in California.

The library's hours are limited: during the school year Monday - Thursday 9:00 a.m. - 7:45 p.m.; Fridays 9:00 a.m. - 1:45 p.m. and Saturdays 10:00 a.m. - 1:45 p.m.; the library is closed on Sunday.

With limited hours and a collection restricted to the support of the courses offered, students at the college need the public library. These needs were summarized by the Bibliographic Instruction Librarian.

- Computer Lab with instruction, especially for adults going back to school
- Computers that can be used for more than one hour, for students typing reports
- "Cool" teen reading that will entice readers; programs to promote the joy of reading for all ages
- Evening and weekend hours
- Information literacy instruction

COMMUNITY ORGANIZATIONS & SPECIAL CONSTITUENCIES

A number of community organizations have library service needs that were identified through interviews and focus groups. The groups represent the business and art communities, the neighborhood councils, the Friends of the Richmond Public Library, the Richmond Public Library Foundation, the disabled, the myriad of service providers to special constituencies within the community, and other libraries in the West County area. The needs of Seniors and Teens are presented in the Analysis of Library Service Needs chapter.

Friends of the Richmond Public Library

With a membership of 115, the Friends are a support group for the library, raising funds for library materials and programming through the sale

of donated books. An ongoing sale in the library and a huge annual sale generate between \$10,000 and \$12,000 each year.

They are key stakeholders in a new library. To support and expand their fundraising through book sales, the Friends need a sorting and storage area for gift books received from generous donors. They also need a visible area to display their sale book in the library, encouraging visitors to buy. With their interest in library service, the Friends also recommended the following for a new Main Library:

- Enlarged computer area, with a place for training
- Viewing/listening stations for DVDs and CDs
- Sunday hours
- Community information display
- Group study rooms, a quiet area for study
- More tables and comfortable furniture-attractive areas to sit among the books
- Place for students to do homework

Richmond Public Library Foundation

In 2006 this non-profit foundation educated the residents of Richmond about the need for a new library and the bond measure that would provide funding for public library construction. It envisioned the Richmond Main Library as part of the Civic Center, "restoring the commons", which they described:

"In countless cities, the library, museum and city hall, all surrounding a central square, define the civic center – the commons, the gathering place where a community's identity takes root and expresses itself. There is no such place in Richmond today. The Library, the Museum, and City Hall are like orphans separated from one another by miles. ...Imagine this! The Library moves into a new building at the Civic Center. Offering twice the space of the current library, this new home reflects the emerging role of libraries today. More than simply a collection of books and media, it is a

hub of information technologies, a place where people come to learn and meet and mingle-and feel the buzz of it all."

Originally formed to raise funds for the Library during the fiscal crisis of 2004, the Foundation is redefining its role as it looks forward to a new Main Library, and will spearhead fundraising efforts.

Business Community

While the business community is expected to grow in the future, there is not much retail business in Richmond other than in the Hilltop Mall. Most local businesses are small, with some mid-sized enterprises and a Super Target soon to join Chevron and Kaiser as the largest local companies. Chamber of Commerce staff identified the primary need for small business owners: information on starting a small business, creating a business plan, and managing finances.

Neighborhood Councils

The City of Richmond is organized into 39 neighborhoods. There are 25 active Neighborhood Councils; some homeowners' groups are also Neighborhood Councils. The leaders of these councils meet monthly as the Richmond Neighborhood Coordinating Council. Many of these leaders also serve on Boards and Commissions in the City. Their primary concern is quality of life issues. Their input is important in the planning process and was included in the survey results; surveys were distributed at a meeting of the Richmond Neighborhood Coordinating Council. One need of the Council is a public Community Room for its meetings. They currently use a room that is too small to accommodate its full complement of members comfortably.

Service Providers

Richmond is a compassionate community. There are dozens of small service organizations that focus on special constituencies. For some segments of the population, the service providers are their only spokespersons and advocates. This is particularly true for the homeless, the unemployed and recent immigrants with limited or no English language skills. With a large immigrant population and a high poverty level, these groups constitute a large portion of the community and must be considered in planning a new Main Library.

Five representative community-based organizations were contacted for this study: the Bay Area Rescue Mission (homeless), Richmond Works (unemployed), Asian Pacific Psychological Services and the Lao Family Community Development Corporation (Asian speaking residents), and Opportunity West (homeless youth). A sixth community group, the Multilingual District Advisory Committee, composed of predominantly Spanish-speaking parents of WCCUSD students, represented the Spanish-speaking residents. Each of these helped clarify the library service needs of their constituencies.

The Bay Area Rescue Mission (BARM) represents the organizations that serve the homeless. It houses up to 150 homeless in three locations - one for men, one for single women and women with children, and one transitional housing unit. It provides shelter, food, clothing, items for personal hygiene, and directs clients to other services as needed, including the library's literacy program. It provides parenting classes and has monthly reading programs for children. One location serves the children of the Historic Triangle area, picking up students at school, providing school tutoring, and transporting the children to their homes in the evening. Carey Kachurka, Director of the Family Center, and Cathy Harris, Director of the after-school program, identified some of the needs of the homeless and at-risk youth that pass through their doors:

- Public access computers
- Literacy instruction
- Programs for children, especially on the weekends
- Ability to get a library card without a permanent address (the library currently permits this)
- GED training
- Job information
- Family story times and other activities
- Field trips to the library for instruction on library and computer use

BARM will partner with the library to make sure information about library programs is available to its clients and will assist library staff with the homeless who need help at the library. The library could help introduce library services at the BARM facilities in conjunction with the monthly family story times.

Richmond WORKS is a part of Bay Area Works and provides a Career Center for registered clients that includes job training and counseling, computers for job searching and typing tutorials, and a career assessment tool. It works with businesses in the area such as PG&E and Chevron that are recruiting employees. Clients of this service provider need exam books and access to computers when the Career Center is closed. The library will also provide job information for other residents who are not registered with Richmond Works in a formal program.

Asian Pacific Psychological Services (APPS) offers individual, family and group counseling, as well as violence, alcohol and other drug prevention programs for youth, focusing on the Asian population. There is an increasing number of Chinese, Vietnamese, Thai, Lao, Mien and Cambodian residents in Richmond, many of them immigrants. APPS staff described the needs of their clients:

- Immigration materials in both English and Asian languages
- Homework assistance, especially for those whose parents have language or education limitations; quiet carrel study space

- Literacy program
- Translation services
- Public access computers; computer instruction for parents
- Business resources such as resume writing
- Safe environment
- Warm and inviting facility
- Larger Children's Area with adult supervision
- Teen Area for teens to "hang out", with a Barnes and Noble feel

The Lao Family Community Development Corporation offers employment, housing, citizenship, adult education, youth education and family support services. While originally targeting Asian immigrants, the group will assist any in need. Six of their staff indicated services and collections that would be useful to their clients:

- Family area, important since many families use the library together, and a play area for children
- Multilingual signs to welcome new users; DVD orientation to the library in different languages
- Fax and telephone access
- List of one-stop community service providers in the area
- Volunteer and employment opportunities
- Safety programs for parents
- Bilingual materials for Spanish, Chinese, and Vietnamese speakers
- Café with some Asian snack foods
- Quiet area to study; group study rooms
- English language materials on Laotian culture for those growing up in the United States
- Wi-Fi technology; basic computer classes for older residents
- Story times for children and families
- Drop-in homework assistance for all ages

Opportunity West, in existence for 20 years, has offered employment services, job skills training, education and other resources to homeless youth. The organization is in the midst of a transition to a new focus on Building Blocks for Kids. This is a consortium of many local service providers, including First 5, the YMCA, Peres Elementary School, Bay Area Community Resources and Familias Unidas. In the planning stages, this new initiative will focus on children in the Historic Triangle area of the city. Library service needs identified by long-time service provider Luis Perez include:

- Support for Building Blocks for Kids: bring information about the library to the residents of the Historic Triangle who may feel the library is out of their comfort zone
- Storytelling within the Iron Triangle
- Family reading nights at the Community Centers to encourage reading
- Inviting family seating at the library
- Place for teens
- Safe environment
- Literacy and Family Literacy programs

The Multilingual District Advisory Committee (MDAC) advises the WC-CUSD on the educational needs of students whose primary language is not English, a significant community segment. At two focus groups of this organization, parents (predominantly Spanish-speaking) identified the library service needs of their children and families:

- Evening and weekend hours for working parents
- Family programs on Saturdays; family reading area
- Safe environment
- Easy to understand signage
- Reading to children to improve English language skills
- Art activities for children
- Homework help for students and for parent/child pairs working together (parent may know subject matter, but language skills are limited)
- Bilingual textbooks that parents can use with children; bilingual dictionaries with simple sentences

- Literature in multiple copies – books on WCCUSD reading lists
- Up-to-date biographies of multicultural icons such as Tiger Woods
- Book/CD media packets
- DVDs in Spanish
- Educational CDs
- Computer access; links to ESL resources
- Publicize library services to Spanish-speaking residents
- Lists of books by grade level to help parents find appropriate materials

Disabled

The number of disabled in Richmond is similar to that for the state and nation. While there is not an advocacy group specifically for the disabled in Richmond, their needs were identified by school staff, seniors and others throughout the needs assessment process. The closest middle school has two classes of non-severe disabled students and one of severely disabled. Their needs include a universally accessible facility, a public elevator that can comfortably transport a wheel chair, magnifiers for those with impaired sight, Large Print books, books on CD, comfortable chairs with arms to help with sitting and rising, a quiet reading area where there is no noise distraction, and access technology for computer use.

Other Libraries

Bay Area residents use many libraries and seem to be willing to travel to reach good collections and services. The Richmond Public Library has a reputation for housing a rich, deep collection developed over its life of almost 60 years. With neighboring library collections considerably smaller, Contra Costa County Library staff often refer patrons to Richmond.

These librarians asked that the strong retrospective collection and depth of collection be maintained, especially in the arts. Of the 261,153 items checked out from the Richmond Library in fiscal year 2006, most were borrowed by residents of Richmond, but there was significant use by those residing in nearby cities. The Richmond Public Library is a regional resource.

LIBRARY	COLLECTION SIZE
Crockett	6,206
El Cerrito	41,245
El Sobrante	41,320
Hercules	40,000
Kensington	36,879
Pinole	45,291
Rodeo	7,107
San Pablo	34,403
Richmond	209,000

CITY RESIDENTS	RICHMOND LIBRARY CIRCULATION
Richmond	68%
El Cerrito	8%
San Pablo	13%
Hercules	3%
Pinole	2%
El Sobrante	2%
Berkeley	1%
Oakland/Emeryville	1%
Contra Costa County	2%
Other	2%

DEMOGRAPHY

GENERAL POPULATION CHARACTERISTICS

The general population characteristics include current and projected population figures, population by age, population by ethnicity and culture, and population by language spoken. The demographics of Richmond are compared to those of California and the United States. Anticipated impacts on planning library service are explored for each statistic.

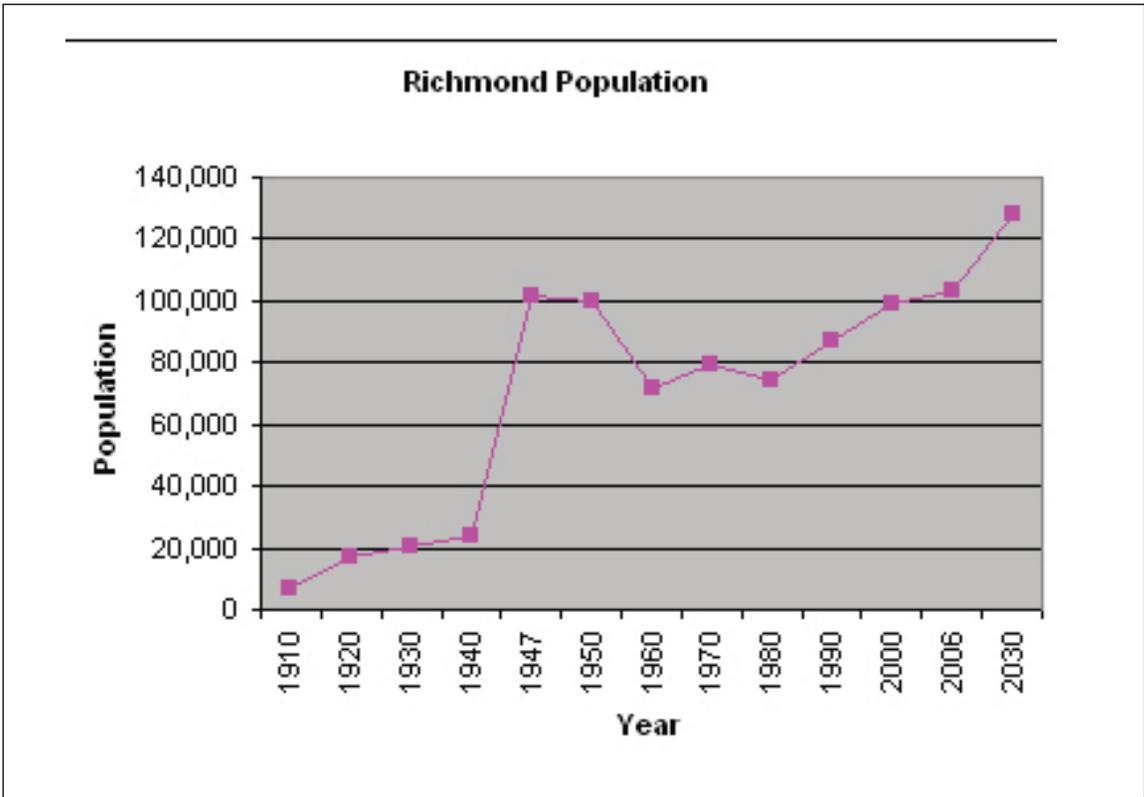
CURRENT AND PROJECTED POPULATIONS

The population of Richmond has fluctuated through the years with the economy of the area. The boom year was 1947. As the city was fully mobilized for the war effort and shipbuilding; steel manufacturing and oil production flourished. Like nearby Oakland, many were drawn to Richmond during the war by the plentiful jobs, but were left unemployed after the war ended. The low point in population was 1960.

The population has been rising slowly since then, with moderate growth between 2000 and 2006. According to ABAG, the projected population in 2030 is 128,000. By 2030 Richmond is expected to be the second largest city in Contra Costa County, after Concord. The City's General Plan proposes an even higher projected population.

The Richmond Library was built in 1949 to serve a population of approximately 99,500. The population has now exceeded this number and is expected to increase by another 24 % to 128,000 between 2006 and 2030. This growth is a realistic projection, with many commuters from Oakland and San Francisco taking advantage of housing availability and affordability. The current Main Library no longer meets the needs of Richmond's diverse community. Its deficiencies will only increase as the population grows.

The population is spread over a large area. Richmond's municipal boundaries almost surround the City of San Pablo and stretch to both south and north. This geography provides challenges in delivering library services. This geographic spread points to the need for the City and County Libraries to partner in delivering seamless library service through the West County area.



RICHMOND POPULATION 2000	RICHMOND POPULATION 2006	PROJECTED RICHMOND POPULATION 2030
99,216	103,468	128,000

Sources:
 US Census Bureau, Census 2000.
 State of California Department of Finance, January 2006 Cities/Counties Ranked by Size, Numeric and Percentage Change
 Association of Bay Area Governments. Projections 2007.

Population by Age

The population of Richmond is slightly younger than that of the state and nation. There is a broad distribution of ages; library materials and services will be needed for all ages.

Although the census tract within which the library is located reflects the general population distribution of the City, there is a significant concentration of children and youth in the area surrounding the proposed library site. This area has high population density; family and household sizes are larger than Richmond as a whole.

The population of youth for these census tracts (3750 to the west, 3790 to the southwest and 3810 to the southeast) is shown below, compared to the entire City. Children will use the library heavily. The proximity to St. Cornelius School, which serves K-8 grade students, and Lovonya Dejean Middle School, will draw many teens to the library.

POPULATION COMPOSITION BY AGE - PERCENTAGES			
	Richmond	California	United States
Under 5	7.7	7.3	6.8
5-9	8.2	8.0	7.3
10-14	7.7	7.6	7.3
15-19	6.7	7.2	7.2
20-54	51.9	51.4	50.3
55+	17.8	18.4	21.0
18 and over	72.3	72.7	74.3
Median Age	32.8	33.3	35.3

Source: US Census Bureau, Census 2000.

POPULATION BY AGE - PERCENTAGES				
	Richmond	Tract 3750	Tract 3790	Tract 3810
Under 5	7.7	12.6	9.8	8.8
5-9	8.2	11.9	9.9	9.7
10-14	7.7	8.3	9.3	9.2
15-19	6.7	7.8	8.0	7.3
Median Age	32.8	24.6	29.4	30.3
Average household size	2.82	3.79	3.28	3.01
Average family size	3.44	4.03	3.76	3.51

Source: US Census Bureau, Census 2000.

Population by Ethnicity and Culture

One of the most striking characteristics of the City of Richmond is its diversity. Once heavily African American, the population now has significant numbers of Caucasian, Asian, and Latinos as well. Richmond is a long established point of entry for new immigrants, who bring energy, vitality and a rich cultural heritage.

Of the 12.3% Asian population, the largest numbers are for the Chinese (3.3%), Filipino (3.1%), and Asian Indian (1.2%). Service providers document that the 2.9% of "other Asians" includes Lao, Vietnamese and Thai.

According to the 2000 census, over one-fourth of all residents were born outside the United States. Over one-third of these immigrants are from Asian countries; almost 60% are from Latin America.

The library will need to have a multi-lingual collection and introduce the library and its services to new community members who may not have a tradition of free library service. Many of the students will be the first in their family to go to college; college information and college preparation classes will assist these students in finding higher education and funding opportunities.

ETHNICITY AND CULTURE - PERCENTAGES			
	Richmond	California	United States
Caucasian	31.4	59.5	75.1
Black	36.1	6.7	12.3
Asian	12.3	10.9	3.6
Other	15.0	18.1	6.5
Two or More	5.3	4.7	2.4
Latino	26.5	32.4	12.5

Source: US Census Bureau, Census 2000.

PLACE OF BIRTH			
	Richmond	California	United States
Native Born	74.2%	73.8%	88.9%
Born Outside U.S.	25.8%	26.2%	11.1%
Born in Europe	1.1%	2.3%	1.8%
Born in Asia	8.7%	5.1%	2.9%
Born in Latin America	15.3%	17.7%	5.7%
Other	0.7%	1.1%	0.7%

Source: US Census Bureau, Census 2000.

Population by Language Spoken

As might be expected in a city with many immigrants, over 36% of Richmond residents speak a language other than English at home. Almost 20% of the residents are linguistically isolated. The predominant non-English language is Spanish, followed by a variety of Asian languages.

Richmond school statistics show that the number of English language learners ranges from 14% to 64% in Richmond schools. Library materials will be required in a number of languages, and ESL resources will be in demand to assist those with limited English skills. The library will need to provide bilingual materials for students, as well as curriculum support materials at a variety of reading levels.

Any services and programs that can assist the students to learn English will be useful. Many parents will be unable to guide their children with their school work because of limitations of language or education. It is anticipated that homework assistance will be a priority.

Recent demographics of local schools show an increasing number of Latino residents. The distribution of students for the four elementary schools and one middle school closest to the library are shown below, along with the percentage of English Language Learners.

St. Cornelius School, the closest school to the library, reports that 70% of its students are English Learners, almost 100% Spanish-speaking. This explosion of Latino residents indicates the need for Spanish and bilingual materials, as well as programs geared to the interest of Latino families.

LANGUAGES SPOKEN AT HOME			
	Richmond	California	United States
English Only	63.8%	60.5%	82.1%
Language Other Than English	36.2%	39.5%	17.9%
Speak Spanish	22.8%	13.7%	10.7%
Speak Other Indo-European Language	3.1%	1.4%	3.8%
Speak Asian/Pacific Island Language	9.4%	4.6%	2.7%
Speak English Less than "Very Well"	19.4%	20.0%	8.1%
Speak Spanish	13.3%	13.7%	5.2%
Speak Other Indo-European Languages	1.1%	1.4%	1.3%
Speak Asian/Pacific Island Languages	4.8%	4.6%	1.4%

Source: US Census Bureau, Census 2000.

SCHOOL POPULATION DISTRIBUTION AND ENGLISH LEARNERS						
	Richmond High	Grant Elementary	Coronado Elementary	King Elementary	Wilson Elementary	Lovonya DeJean Middle
White	31.4%	2%	0%	1%	9%	1%
Black	36.1%	12%	36%	50%	32%	40%
Asian	12.3%	7%	1%	6%	13%	5%
Latino	26.5%	78%	59%	41%	44%	53%
Other	20.3%	-	-	-	-	-
English Learners	NA	64%	49%	36%	35%	37%

Source: California Dept. of Education. California Basic Educational Data, 2006, 2007.

Education Characteristics

This section includes educational attainment, information on literacy, and school performance.

Educational Attainment

Almost 25% of Richmond residents have less than a high school diploma. This is significantly higher than for the state or the nation. The percentage of those with bachelor's degrees or higher is less than that of California or the United States, although 43% have had some college education. The Richmond library will have to have a wide range of materials to match the reading skills and educational backgrounds of various populations.

Literacy Rate

There is little current information about the literacy rate of individual cities. The State of Literacy in America by Stephen Reder produced synthetic estimates of literacy based upon the 1990 Census and the National Adult Literacy Survey (NALS) of 2002. At that time almost 60% of the adult population in Richmond had significant reading limitations that impact their daily life. This information is old, but indicative. With such a high rate of illiteracy, the Library's literacy program, LEAP (Literacy for Every Adult Program), is expected to be an important service.

EDUCATIONAL ATTAINMENT			
	Richmond	California	United States
Less than 9th Grade	11.2%	11.5%	7.5%
9th to 12th Grade, no diploma	13.5%	11.7%	12.1%
High School Graduate	21.8%	20.1%	28.6%
Some College, no degree	24.4%	22.9%	21.0%
Associate Degree	6.8%	7.1%	6.3%
Bachelor's Degree	14.1%	17.1%	15.5%
Graduate of Professional Degree	8.3%	9.5%	8.9%
Percent High School Graduate or Higher	75.4%	76.8%	80.4%
Percent Bachelor's Degree or Higher	22.4%	26.6%	24.4%

Source: US Census Bureau, Census 2000.

COMMUNITY LITERACY-PERCENT OF POPULATION			
	Richmond	Contra Costa County	California
Significant Literacy Limitations	58%	35%	46%

Source: Stephen Reder. State of Literacy in America.
No national data provided.

School	Statewide Rank 2006	Similar Schools Rank 2006	API 2006 Base	API 2007 Base	Met Growth Target-School Wide - 2007
Elementary Schools					
Chavez K-5	3	8	708	692	No
Coronado K-5	6	10	760	753	No
Ford K-5	4	6	718	751	Yes
Grant K-6	1	2	621	655	Yes
Harbour Way K-6					ASAM*
Highland K-6	4	7	730	753	Yes
King K-5	3	9	692	697	Yes
Lincoln K-5	1	1	568	606	Yes
Mira Vista K-6					ASAM*
Murphy K-6	5	7	742	750	Yes
Nystrom K-5	2	8	686	690	Yes
Peres K-6	3	9	701	717	Yes
Sheldon K-6	6	8	781	736	No
Stege K-5	1	1	598	649	Yes
Valley View K-6	8	7	838	829	Yes
Verde K-6	1	2	608	594	No
Washington K-6	3	8	712	737	Yes
Wilson K-5	4	7	720	734	Yes
Average -Elementary	3.4	6.3	698.9	708.9	-
Middle Schools					
Adams 6-8	2	5	634	624	No
Lovonya Dejean 6-8	1	3	564	578	Yes
Average-Middle	1.5	4	599	601	-
High Schools					
DeAnza 9-12	2	5	622	619	No
Kennedy 9-12	1	5	562	519	No
Richmond 9-12	1	2	538	534	No
Average-High	1.3	4	574	557	-

Source: California Dept. of Education. California Basic Educational Data, 2006, 2007.

*Alternative Schools Accountability Model (ASAM); data not available

Academic Performance Index

The public schools of West Contra Costa County have many challenges. Students speak more than 80 languages and almost 32% of the students are English Language Learners. The Academic Performance Index results for the public schools in Richmond schools are charted at left.

Those highlighted in red are the public schools closest to the Richmond Library - Coronado, Grant, King and Wilson elementary schools, Lovonya DeJean Middle School and Richmond High School. Rankings for "similar schools" are higher than the "statewide" rankings, but they are all relatively low, with the exception of Coronado.

Only one public school in Richmond (Valley View) has met the interim statewide goal of 800. The Richmond Public Library will be a major resource for students with homework, reading and research assignments.

Economic Characteristics

This section includes per capita and family income levels, poverty rate, unemployment rate, population by occupation, housing characteristics and median property value, all of which provide some indication of library services that will be needed.

Per Capita Income and Family Income

Consistent with high unemployment, the per capita and family incomes in Richmond are low; both are 88% of the state level. The library will want to provide books, CDs and DVDs, computer access and free programming for those with little discretionary income to purchase books, subscribe to the Internet or spend on recreational activities.

FAMILY INCOME			
	Richmond	California	United States
Less than \$15,000	12.5 %	10.3 %	10.1 %
\$15,000-\$34,999	22.7 %	21.3 %	22.7 %
\$35,000-\$49,999	17.8 %	15.1 %	17.1 %
\$50,000-\$99,999	33.1 %	33.2 %	34.8 %
\$100,000-\$199,999	12.4 %	15.9 %	12.3 %
\$200,000 or more	1.3 %	4.1 %	2.9 %
Median Family Income	\$ 46,659	\$ 53,025	\$ 50,046

Source: U.S. Census Bureau. Census 2000

PER CAPITA INCOME		
Richmond	California	United States
\$19,788	\$ 22,711	\$ 21,587

Source: U.S. Census Bureau. Census 2000

Poverty Rate

The poverty rate in Richmond is high compared to California and the United States, with about one in seven families living below the poverty level.

The census tracts surrounding that of the library have a particularly high concentration of residents living in poverty. This area includes the crime-plagued Historic Triangle. It is anticipated that these residents will need materials and programs for children, basic library materials for survival and job searching, and information about community services available.

Another economic indicator is the percentage of students eligible for free or reduced cost meals. In local Richmond schools this ranges from 22% to 100% of the students, with 6 schools having 98%-100%.

POVERTY RATE-STATUS IN 1999			
	Richmond	California	United States
Families	13.4%	10.6%	9.2%
Individuals	16.2%	14.2%	12.4%

Source: U.S. Census Bureau. Census 2000

ECONOMIC CHARACTERISTICS- SELECTED CENSUS TRACTS				
	Richmond	Tract 3750	Tract 3790	Tract 3810
Per capita income	\$19,788	\$10,017	\$11,989	\$15,368
Families living in poverty	9.2%	23.5%	25.9%	16.9%
Individuals living in poverty	12.4%	24.3%	29.4%	19.6%

Source: U.S. Census Bureau. Census 2000

Unemployment

The unemployment rate in Richmond is considerably higher than that of the state or nation. The library will need to continue to partner with the other community organizations such as Richmond Works, Youth Works, the Chamber of Commerce and the Small Business Administration to provide resources for those seeking jobs, those wanting to improve their work skills, and those desiring to start their own businesses.

UNEMPLOYMENT RATES		
Richmond	California	United States
6.5 %	4.5 %	4.3 %

Source: California. Employment Development Dept. Labor Force Data, November 2006

Population by Occupation

Richmond is a working class city. The 2000 employment distribution shows a significant number of residents in service occupations. However, Richmond is undergoing a major transition from its formerly heavily industrial character toward more high technology and light industrial companies.

New business parks accommodate office/flex land uses. Biotechnology is developing as a niche. Older companies such as Chevron are upgrading facilities, and there is growing maritime employment. This points to a shift in population demographics in the future and requires that a new Richmond library have flexible spaces to respond to the needs of a changing community.

POPULATION BY OCCUPATION			
	Richmond	California	United States
Management, Professional and Related Occupations	32.9%	36.0%	33.3%
Service Occupations	18.1%	14.8%	15.1%
Sales and Office Occupations	26.4%	26.8%	26.7%
Farming, Fishing and Forestry	0.2%	1.3%	0.7%
Construction, Extraction and Maintenance	9.0%	8.4%	9.5%
Production, Transportation and Material Moving	13.3%	12.7%	14.7%

Source: U.S. Census Bureau. Census 2000

Housing Characteristics

The number of renter-occupied units is high compared to the state and nation. This is consistent with the lower per capita income and with rising housing costs. Home ownership may increase as the Bay Area's tight housing market makes Richmond properties even more attractive to Bay Area commuters.

According to the Planning Department, existing neighborhoods will remain much the same in the future, but there will be new development in the southern shore, and intensification of land use along Cutting and Macdonald Avenues. The Hilltop Area is changing more than anywhere else at this time and suggests the need for library service in that area.

HOUSING CHARACTERISTICS-PERCENTAGES			
	Richmond	California	United States
Family Households	66.5	68.9	68.1
Non-Family Households	33.5	31.1	31.9
Ave. Size Household	2.82	2.87	2.59
Ave. Size Family	3.44	3.43	3.14
Owner-Occupied Units	53.3	56.9	66.2
Renter-Occupied Units	46.7	43.1	33.8

Source: U.S. Census Bureau. Census 2000

Median Property Value

According to the 2000 census, the median property value of owner-occupied housing units was only 81% of that of California as a whole. The housing market has changed considerably since then, but housing in Richmond is still more affordable than many other parts of the Bay Area. This suggests that Richmond will become even more desirable as a residential area in the future and that demographics may change. The library will need to continually evaluate its collections and services as the population changes.

ESTIMATED MEDIAN PROPERTY VALUE OWNER-OCCUPIED HOUSING UNITS		
Richmond	California	United States
\$171,910	\$ 211,500	\$ 119,600

Source: U.S. Census Bureau. Census 2000

Transportation Characteristics

Bay Area Economics, in its Census Transportation Planning Package 2000 published in 2006, provides information about commuting patterns. Richmond residents held only about 25% of the jobs counted in the 2000 Census in Richmond; the remaining were held by in-commuters.

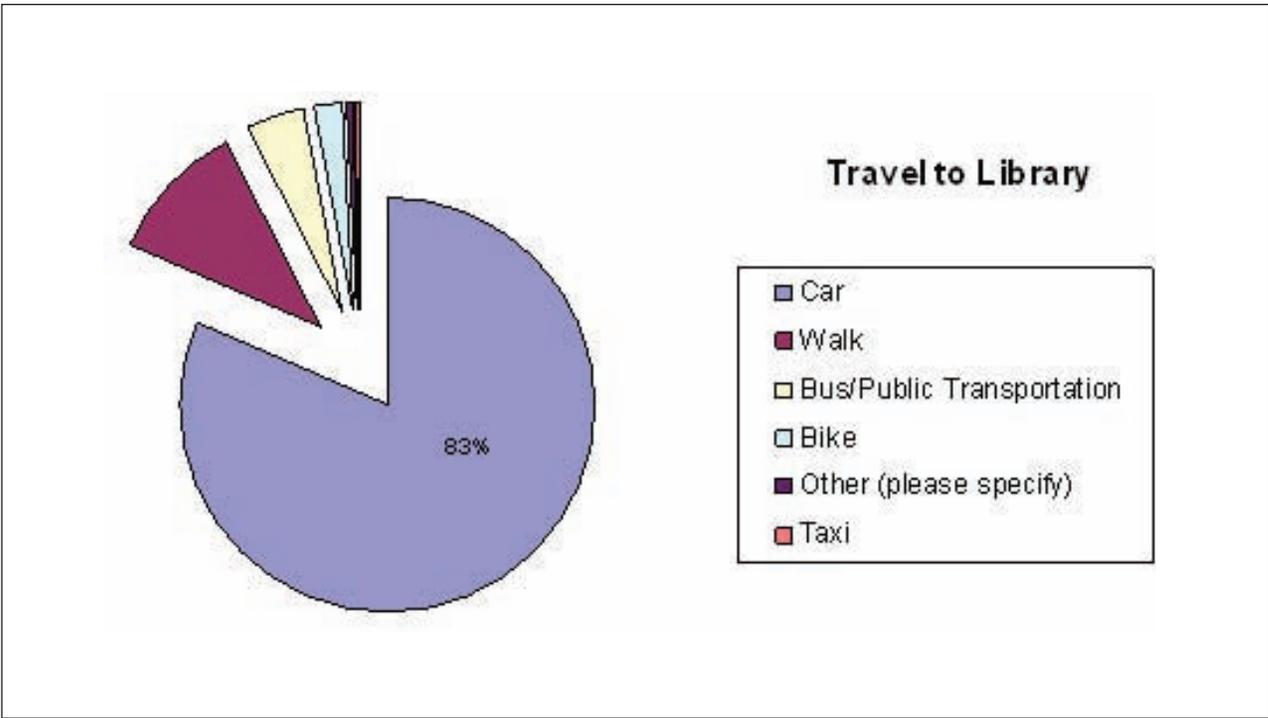
The in-commuters come from other Contra Costa communities and from Alameda and Solano Counties. Of the 41,574 Richmond residents who worked outside of Richmond in 2000, 17% worked elsewhere in Contra Costa County, 32% worked in Alameda County (included within this 13% in Oakland), and 17% worked in San Francisco. There is a significant day population of workers to serve as well as local residents.

The mean travel time to work is relatively high. With long day-time commutes, residents will need evening and weekend library hours.

The library survey showed that over 83% of library customers arrive by automobile. Next highest was 11% of respondents who walk to the library. Public transportation (4%) and bicycle (2%) both received measurable responses. The Richmond Library will need a large, safe parking lot for the majority of library users who will drive. The library's location on a major street will make it accessible to the large number of people in the community (almost 13%) who have no vehicle and must rely upon public transportation.

TRANSPORTATION CHARACTERISTICS			
	Richmond	California	United States
Travel to Work			
Car/Truck/Van-alone	59.3%	71.8%	75.7%
Car/Truck/Van-carpool	19.6%	14.5%	12.2%
Public Trans.	14.5%	5.1%	4.7%
Walked	1.9%	2.9%	2.9%
Other	1.9%	1.9%	1.2%
Worked at Home	2.9%	3.8%	3.3%
Mean Travel Time to Work	34.3 minutes	27.7 minutes	25.5 minutes
Vehicles Available			
None	12.9%	9.5%	10.3%
1	39.7%	34.1%	34.2%
2	31.8%	37.7%	38.4%
3 or More	15.6%	18.6%	17.1%

Source: U.S. Census Bureau. Census 2000



03

ANALYSIS OF COMMUNITY CHARACTERISTICS



Honor the Past...Imagine the Future

LOCATION

Located on the eastern shore of the San Francisco Bay, Richmond has 32 miles of shoreline (more than any other Bay Area city), beautiful bay views, and a year-round Mediterranean climate. It provides many recreational opportunities, with expansive parks (292 acres of City parks and 5,714 acres of regional park) and a segment of the 500-mile trail planned along the San Francisco and San Pablo Bays that includes the Richmond waterfront. Richmond has completed 24 miles of its trail, more than any other City.

The City is strategically located in the Bay Area, with access to Amtrak, BART, major roadways and a proposed ferry connecting it to the core of the Bay Area, as well as to other hubs of Marin County, Oakland and the I-80 corridor to Solano County. Despite this, Richmond has always remained somewhat independent of the rest of the Bay Area. One City Department Manager recommends that Richmond look for ways to connect with the "Bay Area Wave" to enhance growth and development.

Richmond is predominantly urban, although 30,000 live in rural/suburban Sobrante Valley. The City extends over 55 square miles, almost surrounding the City of San Pablo. There is no center to the City, although the Civic Center is being redeveloped to provide this. It is organized into neighborhoods, many with strong local allegiances. Many marginalized residents rarely leave the familiarity of their own neighborhoods.

Library services are and will continue to be centralized at the Main Library, with satellite branches and a bookmobile. It is anticipated that services will also be delivered at Community Centers in the future, to reach more residents.

ECONOMIC CHARACTERISTICS

Richmond is a working class city. It does not enjoy the affluence of much of Contra Costa County or the Bay Area, although there are wealthier enclaves in Richmond Hills, Marina Bay and the Richmond Annex. The poverty rate and unemployment levels are high compared to the state and nation, and the per capita income and family income for Richmond residents recorded in the 2000 Census were both only 88% of that for California.

In response to the poverty and related social problems, the City has many community based service providers that focus on specific constituencies - seniors, youth, immigrants, and the homeless. Many are grant-funded and come and go; others are stable. The main street of Richmond, Macdonald Avenue, is home to dozens of small storefront service organizations. There is little coordination among the service providers.

There is a high percentage of renters as opposed to homeowners. Many absentee landlords rent to small churches, of which there are dozens in Richmond. Property values are lower than in California as a whole and most of the Bay Area, but are still high enough to make home ownership unattainable for those with modest incomes. Most of the businesses in Richmond are small. In the primary zip codes of Richmond (94801, 94802, 94804, 94805) 51% of the businesses have from one to four employees. There is not much retail other than the Hilltop Mall, although a Super Target is in construction.

SOCIAL AND CULTURAL CHARACTERISTICS – QUALITY OF LIFE

One of the most significant characteristics of Richmond is its diversity. It is diverse in ethnicities, cultures, ages, economics, and education. This is a strength of the city, bringing a rich cultural background, but also provides a number of challenges in providing all the needed services.

Richmond has been an entry point for immigrants for many years, and is truly an international city. The annual Festival by the Bay is Richmond's highly anticipated annual celebration of the City's cultural diversity. Schools are challenged with a large number of English Learners. The population is always in transition, with shifting cultural and language groups assimilating. Lao service providers recount that the generation of Lao children growing up in the United States knows nothing about their ancestral culture or homeland. One of the issues facing these immigrants is an increasing number of raids by ICE (Immigration and Customs Enforcement), which has raised concerns about safety and has kept many immigrants in their homes.

Richmond public schools are performing below the expectations of local residents, resulting in a large number of students being enrolled in private or parochial schools. Some of the problems of the schools were dramatized in the 2005 film *Coach Carter*, which takes place in Richmond.

Richmond has a rich arts community with nationally recognized art programs. The Richmond Art Center is one of the oldest continually operating non-profit art centers on the West Coast. Richmond is also home to the National Institute of Art and Disabilities (NIAD), the Masquers Playhouse, the East Bay Center for the Performing Arts, the Richmond Museum of History.

There is strong support for "green" values - social justice, environmental justice, ecological wisdom, and equitable economic development. Richmond was home to black culture activist movements, most notably the Black Panther Party. It recently elected its first "Green" mayor.

Many community members have long-standing concern about the environment. The oil and chemical industries located in Richmond have created some health hazards. Part of the City's Community Guide to Emergency Preparedness is a warning system in the event of a chemical release, in which case the library may provide emergency shelter. To contribute its part in the worldwide effort to reduce carbon emissions and conserve natural resources, the Richmond Planning and Building Services Department is encouraging that all new or remodeled residential projects be built green. The City Council will be considering a requirement that all City-funded development projects be built green. A new Main Library would have to be energy efficient and built according to sustainable guidelines.

Richmond has a reputation for being a violent city, especially in the Historic Triangle and nearby unincorporated North Richmond. Crime prevention and violence reduction is part of any planning done in the City. In its 2007 Violence Reduction and Crime Prevention Strategies, the Richmond Police Department indicated that the violent crime problem is intensely concentrated in several geographically small areas of the city by a relatively small number of chronic offenders. The department will be focusing greater attention on these locations. The City recently became a part of the 13 California Cities Gang Prevention Network to help share resources.

The Police Department has identified that a commitment to youth is the primary way to reduce violence. The library, in partnership with the Police Activities League and other community organizations will be part of the anti-violence efforts of the City. The library must be and be perceived to be a safe place for people to visit if it is to be successful.

HONOR THE PAST

Richmond has a rich heritage. The deep-water access of Richmond sparked an industrial boom in the early 1900s. The Santa Fe Railroad, Standard Oil and Ford Motor Company were located in Richmond. It was home to California's largest winery in the early 1900s - Winehaven.

It was where the Victory and Liberty ships of World War II were built. It was the birthplace of Kaiser Permanente, as Kaiser pioneered the country's first health maintenance organization, providing daycare for the children of the women workers during the war. Two of these original daycare centers are still in operation. It is home to the new Rosie the Riveter/World War II Home Front National Historical Park, designed to tell the story of civilian efforts during World War II and the history of shipbuilding in Richmond's Kaiser Shipyard, the largest and most productive in the war.

The City marked its centennial anniversary in 2006. Elements of this history have been preserved by the Richmond Museum of History, currently located in an old Carnegie library facility. Much of its collection is in storage due to lack of exhibit space. The Museum may occupy the current library building once a new building is constructed, allowing the expansion and display of more of the Museum's collection.

The Richmond Library has collected materials on Richmond and West Contra Costa County for many years. It houses primary and secondary materials in a variety of formats, including backfiles of local newspapers, clippings and scrapbooks, books, City Directories, maps, photographs, oral history, telephone books from 1948, the archives of the Richmond Art Center, high school yearbooks and local magazines. It also preserves selected government documents such as City budgets and department reports. It is an important community resource.

IMAGINE THE FUTURE

Richmond is engaged in a renaissance after a devastating fiscal crisis that peaked in 2004. The population of the City, which has gradually increased since its decline in the 1960s, is now growing steadily and is expected to reach 128,000 by 2030. The library, which had drastically reduced staffing and hours (54 to 24) beginning in May 2004, is recovering its service hours and staff, and the two closed branches reopened in 2008.

Residents care about quality of life and the future. Those interviewed for this Community Library Needs Assessment were excited about what a new library could do for the City. Aggressive redevelopment that began in the early 2000s has the City poised for growth, with a number of business centers planned or in development. The shift from heavy industrial toward high technology and light industry will change Richmond. There will be further development on the south shore, currently housing warehouses.

The 12th and Macdonald Avenue project will redevelop two blocks along Macdonald from a collection of underutilized buildings into a pedestrian-friendly urban community. This project will contain ground-floor retail space and residential condominiums. The Main Street Initiative will revitalize Macdonald Avenue from 8th to 19th Streets. The Macdonald 80 Shopping Center will be anchored by a new Target store, expected to open in spring of 2008. Point Molate is slated to become either a housing and conference center, a casino resort shopping area, or a park. Since 1996 new homes have increased by 32%.

The Transit Village Intermodal Station provides a new above-ground station building, an outdoor plaza, a new elevator and open stairway, and public art around the Richmond BART station. The Richmond Greenway proj-

ect will create a bicycle and pedestrian trail on an abandoned railroad right of way. The 23rd Street Redevelopment Area plans to construct a walking path from the BART Station to the Civic Center. The City has been designated a Certified Local Government by the National Parks Service, making the city eligible to compete for CLG grants for preservation planning and technical assistance.

A new Richmond Main Library is part of this renaissance and is expected to contribute to the quality of life of Richmond residents. The Civic Center Master Plan is the basis for the rehabilitation of the Civic Center and the redevelopment of adjacent sites and revitalization of the Civic Center Campus. This campus will include a renovated City Hall and Hall of Justice, a new Public Safety building and private residential, retail, and possibly office components – and the new Main Library.

04

ANALYSIS OF LIBRARY SERVICE NEEDS



EXECUTIVE SUMMARY

The library service needs identified through demographics and statistical analysis are consistent with those defined by community members through surveys, interviews and focus groups during the Community Library Needs Assessment process. The needs fall into four broad categories—general, collections, services, and spaces—and are summarized below.

GENERAL

The Hilltop area is growing faster than any other in the City, and is remote from all three of the Richmond library facilities. There is considerable support for providing a branch library for Hilltop residents.

Expanded hours have been requested by seniors (more day hours) and by working parents and college students (weekend and night hours). Proposed staffing levels provide for increasing hours from 45 to 62 hours per week, including Sundays.

Richmond residents are concerned about crime in the City. A new Main Library near the Civic Center should be designed to maximize the security and safety of patrons, staff and materials.

COLLECTIONS

Collection needs are diverse and extensive. They include children's books, new books and bestsellers, career guidance and job hunting, school curriculum support, adult non-fiction and fiction, adult basic education, teen recreational reading, DVDs, CDs, materials in languages other than English, bilingual materials for students, and a deep retrospective collection.

SERVICES

Programs for children are a priority; these include homework assistance, children's reading programs, and preschool story times. Public access computers and computer training; adult education programs, teen programs and basic literacy programs were ranked important by survey respondents, followed by art programs, ESL, and local history services.

Staff and community leaders identified an additional need - more outreach to the community, both to publicize library services and to deliver services to preschools, senior centers and other community venues. Both the book-mobile and smaller van would facilitate this.

SPACES

A number of spaces were selected by survey respondents as important in a new Main Library. These include a large Children's Area, a Homework Center, quiet reading space, Internet stations, comfortable seating, art exhibit areas, space for individuals and groups to study, public meeting rooms, a café, a technology training center, a local history room and a job/career center.

NEEDS

Both the library survey respondents and those who participated in focus groups and interviews clearly and consistently defined the library service needs of the Richmond community. These needs fall into four main categories: general, collections, services and spaces.

GENERAL LIBRARY NEEDS

Hilltop Branch

Richmond residents have a strong attachment to their two branches, located in the west and south of the City. Both were renovated and reopened in 2008. Although small, they do provide access to the library's collection, computers and some programming. The bookmobile also reaches into the community, primarily to schools remote from the library. The primary library service, however, is and will continue to be delivered from the Main Library.

The Hilltop area of the City is experiencing tremendous growth. Solidly middle class, it is remote from the existing branches and the Main Library. Many civic leaders recommend that a branch library be provided in this area. While this project is outside the scope of the needs assessment for a Main Library, the addition of a new branch in this area or any other area in the City would allow the Main Library to be reduced in size, collection, seating and computers.

Hours

During the City's fiscal crisis that began in 2004, library service hours were drastically reduced and the two small branches were closed. Some of these hours have been restored, but this is not well known throughout the community. Some former users have found other libraries and need to be encouraged to return. One Council member suggested that the Library

should restore all the hours (and collections) at the current Main Library and branches before spending funds on a new library.

The City Council would like the library open as many hours as possible. Seniors stated a preference for morning hours while working parents wanted evening and weekend hours. The Friends, college students and others would like to see Sunday hours. The closest libraries offering Sunday hours in the area are Hercules and Berkeley Main.

Staff

The library staff received great praise from community members for weathering the fiscal crisis and continuing to provide service. Richmond residents appreciate their library and its staff. The only suggestion was that more bilingual bicultural staff be hired to make different cultures feel more welcome and to help communicate with the many monolingual immigrants living in the city.

Security

Security and safety are concerns of all Richmond residents. Located in an area adjacent to the "downtown", a new Richmond Main Library will need to be a safe environment for children and families. Safe parking was a concern, especially for seniors.

Collections

The survey indicated that a large majority of library users (72 %) come to the library to borrow materials; the collections of the Richmond Library are important.

The demographic profile of Richmond paints a picture of a community of great diversity in almost every way. There are significant populations in all age groups; there are a variety of cultures represented; over 36% of Richmond residents speak a language other than English at home (with

Spanish the primary language) and 20% are linguistically isolated. While 22% of residents have a bachelor's degree or higher, another 25% have less than a high school education; about .3% of families earn more than \$200,000 a year, but 12.5% earn less than \$25,000. With this diversity comes diversity of library service needs. The Richmond collection must be large and broad enough to include materials for all ages, a variety of reading levels, several languages, and to serve ranges of needs from survival to recreation.

Use of the Current Collections

An analysis of the use of the current collections reveals those materials that are in greatest demand, those most needed by community members. The materials displayed in the chart to the left are those with the highest circulation and/or turnover (the number of items divided by the number of circulations). Library users borrow audiovisual materials, new titles, many books for young children, Spanish language items, and both adult and juvenile fiction and non-fiction.

The current percentage of audiovisual materials (all ages) is only 7% of the entire collection and yet generates over 26% of the circulation. The audiovisual collection should be expanded due to its great popularity

The children's collection is about 29% of the total library collection, yet generates almost 36% of the circulation. The size of the children's collection should match a little more closely the percentage of circulation. Children's paperbacks have a high turnover rate and this segment of the collection should be increased.

New books must consistently be added to the collection - they are in high demand.

The Richmond Library has a reputation for housing a rich, deep collection than spans its life of almost 60 years, and is considered a regional resource. Contra Costa County Library staff often refer patrons to Richmond; neighboring County library collections are considerably smaller. This depth and breadth of collection is still needed.

USE OF CURRENT COLLECTIONS		
Collection Segment	% of Total Circulation	Turnover
Adult Collections		
New Books	9.38	na
General Fiction	6.80	.47
Fiction Genres	3.99	.45
General Non-Fiction	13.69	.22
Spanish Language	1.54	.44
Large Type	.74	.76
DVDs	7.15	na
Videos (all ages)	12.49	1.8
Children's Collections		
Preschool/Picture Books/Easy Readers	12.69	.79
Fiction	8.31	.86

Library Survey Data

The survey question, “What materials do you think should be emphasized at the Richmond Public Library?” generated 971 responses. Several respondents noted how difficult it was to narrow their selections to eight items. The purpose of this was not to eliminate services receiving fewer votes, but to identify materials to emphasize where limited funding, space and personnel do not permit all services to be delivered with the highest level of excellence.

The top choice, Children’s Books, was ranked in the top five by eight of nine age groups, despite the fact that only 9% of respondents report having children living at home, compared to 44% of households citywide.

Both Career Guidance and Community Information are in the top five for five of nine groups. New Books is in the top five for five of nine groups and Reference, Adult Education, and Adult Non-Fiction are in the top five for three of nine age groups. Although School Curriculum Support is in the top five for only two of nine groups, it is in the top five overall and ranked consistently at number six or seven for seven of nine age groups. While the order varied, the groups over age 55 consistently ranked Children’s Books, Adult Non-fiction, and Adult Fiction in the top three selections.

In response to the survey question about the desire for materials in languages other than English, over half of respondents (57%) said they would not use materials in languages other than English. For those that responded yes, the most frequently noted language was Spanish with 296 or 82% of the yes responses. It is unlikely that the surveys captured the full extent of language needs; many of the linguistically isolated residents would not have been reached by the survey. The focus groups and interviews helped bridge this gap.

The desire for Community Information refers not to books, but to information about what is happening in the community and resources available to residents; these will be addressed in the Special Service Spaces section of the Space Needs Assessment chapter.

Materials to Emphasize: All Ages	No. of Respondents	% of Respondents
Children’s Books	483	50%
Community Information	394	41%
New Books & Bestsellers	393	40%
Career Guidance / Job Hunting	371	38%
School Curriculum Support	361	37%
Adult Non-Fiction	348	36%
Adult Fiction	342	35%
Reference	328	34%
Adult Basic Education	317	33%
Teen Books	292	30%
Dvds	292	30%
Local History	289	30%
Magazines	234	24%
Consumer Information	233	24%
Audio Books	229	24%
Children’s Audiovisual	224	23%
Business Information	219	23%
Pre-School Collections	211	22%
Early Childhood	199	20%
Self-Help Collections	199	20%
CDs	189	19%
Large Print	173	18%
World Language Materials	173	18%
Special Needs	154	16%
Other (Please Specify)	91	9%
Parenting	90	9%

Interviews and Focus Groups

Collection recommendations from the interviews and focus groups support the survey results. Stakeholders also provided suggestions for specific collection enhancement in a new library:

- Council members want to see histories of the various cultures represented in Richmond now and in the past - in English, Spanish and other languages.
- Staff suggested increasing the size of the Asian language collections, adding Punjabi materials, and increasing resources for learning new languages such as Spanish, Vietnamese, Japanese and Arabic. Spanish language materials should be titles published in Spanish as well as translations of English titles, and should include books, DVDs and bilingual non-fiction for curriculum support.
- School District staff recommended multiple copies of books students are required to read, including classics. Since required reading is district-wide, this information should be readily available. Curriculum support is also important because school libraries have limited collections and hours.
- Seniors want a larger science fiction collection, videos and DVDs (educational and entertainment), more craft books, health magazines, large type books, older fiction, and books on CD.
- Neighboring libraries value the depth of the Richmond collection; the Richmond Public Library has been in existence for almost 60 years and has a strong retrospective collection, particularly in the area of art; this should be maintained and expanded.
- Teen materials (see Services Needed below).
- Materials for seniors (see Services Needed below).
- Members of the MDAC want additional bilingual picture books and fairy tales to help bridge the language divide and videos and DVDs in Spanish. They need bilingual textbooks to use with their children, up-to-date biographies of multicultural icons such as Tiger Woods, book and CD media kits to help children learn English, educational CDs, bilingual dictionaries with simple sentences and built-in thesaurus, lists of books by grade level to assist parents in selecting appropriate materials for their children, and books on history, parenting and biographies in Spanish for adults.
- Service providers indicate that non-English speaking residents need

Age Group	#1 Rank	#2 Rank	#3 Rank	#4 Rank	#5 Rank
10 - 14	Teen Books	New Books	CDs	Magazines	Children's Books
15 - 19	Teen Books	Adult Education	New Books	Career Guidance	Magazines
20 - 24	Children's Books	Career Guidance	Preschool Collections	DVD	Children's Audio-visual
25 - 34	Children's Books	Career Guidance	Community Information	School Curriculum	Adult Education
35 - 44	Children's Books	Community Information	School Curriculum	Career Guidance	Adult Education
45 - 54	Children's Books	Community Information	Career Guidance	Reference	New books
55 - 59	Children's Books	Adult Non-fiction	Adult Fiction	Reference	New books
60 - 64	Adult Non-fiction	Children's Books	Adult Fiction	New books	Community Information
Over 65	Adult Fiction	Adult Non-fiction	Children's Books	Community Information	Reference

Materials to Emphasize: Top Ranked by Age Group
 (A more detailed breakdown by age group is included in Appendix 2.)

immigration information in English, Spanish and Asian languages, as well as ESL materials for English Language Learners: first generation Asian-Americans need information about their heritage, in English.

- Many stakeholders recommended displaying materials in a “Barnes and Noble” manner to make them more accessible and to attract users.
- Staff recommended that the documents collection currently in closed shelving be made more readily available in a new library.
- Service providers, council members, and staff identified the need for exams and resume books for those searching for jobs.
- Businesses need resources on starting and managing small businesses, of which there are many in Richmond.

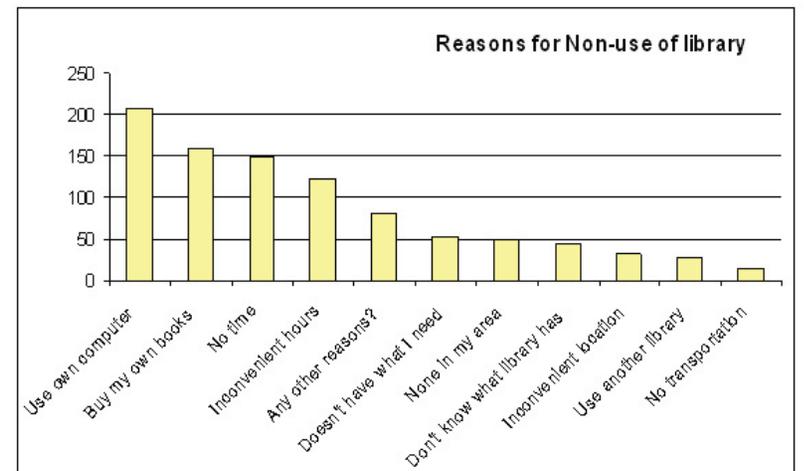
Services Needed

Any library could provide a wide range of services. With finite funding and staffing, it is necessary to focus on those that contribute most to the community, and to provide service as efficiently as possible.

Needed services extrapolated from an analysis of demographics are highlighted in the Community Analysis chapter of this document. All of these assumptions from demographics were confirmed by the survey and interviews. In summary:

- The high number of unemployed (6.5%) suggests the need for job search resources.
- The level of school achievement and the limited number of hours the school libraries are open suggest the need for student support.
- With so many English Language Learners in local schools, there will be monolingual parents without the education or language skills to assist their children with schoolwork; homework assistance is needed for these students.
- ESL classes and materials would be valuable to those with limited English proficiency.
- With a significant population of young children, early literacy programs such as story times to develop a habit and love of lifelong learning.

Current Use All Age Groups	# Respondents	% of Respondents
Borrow Books	696	72%
Borrow DVDs or Videos	393	41%
Reference Assistance	290	30%
Library Computers / E-mail / Internet	242	25%
Children’s Books	239	25%
Best Sellers & Popular Materials	233	24%
Sit and Read	224	23%
Browse Magazines	217	23%
Borrow Audio Books	179	19%
Borrow Music CDs	168	17%
Tax forms	160	17%
Do Homework	157	16%
Other (please specify)	154	16%
Children’s Programs	140	15%
Friends of Library Bookstore	110	11%
Government (public access) documents	106	11%
Teen Books	100	10%



- There is a digital divide between those with computers at home and those without, caused by economic disparity. This can be bridged by the library with a large number of public access computers and computer instruction.

Library Survey Data - Current Use of the Library

The survey provided useful information about what services are used currently in the library. Respondents to the survey are frequent library users, with 71% having used a library in the past year and more than 25% typically using the library two or more times a month. A total of 52% of the respondents reported using a library several times a month or more frequently.

The question, “Why do you use the library?” was answered by 962 respondents who made multiple selections from a list of available library services. The top ranked selected for all age groups is on the previous page. The #1 response, Borrow Books, was also the #1 response for all nine age groups.

Non-library users cited a variety of reasons, but most prevalent was “use my computer at home” with 208 responses.

Services to Emphasize: All Ages	No. of Respondents	% of Respondents
Homework Programs	527	55%
Children’s Reading Programs	523	54%
Computer Training	502	52%
Public Computer Access	448	47%
Adult Education	431	45%
Teen Programs	404	42%
Basic Literacy Programs	398	41%
English Language Skills	373	39%
Reference Assistance	366	38%
Arts Programs	352	37%
Local History	319	33%
Continuing Education	314	33%
Preschool Story Time	308	32%
Book Discussion Groups	222	23%
Cultural/Holiday	213	22%
Baby (under 3) Story Times and Programs	209	22%
Entertainment Programs (Movies)	158	16%
Genealogy	150	16%
Other services (Please list)	29	3%

Library Survey - Services to Emphasize

To the question “What services do you think should be emphasized at the Richmond Public Library?” 962 responded. The top ranked services focused on children and education with Homework Programs and Children’s Reading Programs ranked the highest overall. Computer Access and Training were ranked number three and four overall and Adult Education was rated a strong number five. Each of these services was selected by more than 45% of survey respondents.

Segmenting the responses by age group, Homework Programs is ranked highest by four of nine groups. It is ranked in the top five by seven age groups, all but the over 60 and over 65 years of age groups. Children’s Reading Programs is also ranked first by four of nine groups and second by three groups. It is ranked in the top five by eight of nine groups, all but the 15 to 19 years olds. Computer Training is ranked in the top five by eight of the nine groups and Public Access Computers is ranked in the top five by five of nine groups. Arts Programs rank high for the teen age groups and Adult Education is ranked in the top five for most of the over-20 year old groups.

Interviews and focus groups provided additional insight into the service needs of Richmond residents. They are summarized in the next pages in seven categories - technology, children’s services, teen services, adult and senior services, literacy services, services to non-English speaking residents, and other services.

Age Group	#1 Rank	#2 Rank	#3 Rank	#4 Rank	#5 Rank
10 - 14	Homework Programs	Arts	Computer Training	Teen Programs	Children's Reading Programs
15 - 19	Homework Programs	Arts	Computer Training	Teen Programs	English Language Skills
20 - 24	Children's Reading Programs	Adult Education	Teen Programs	Computer Training	Homework Programs
25 - 34	Homework Programs	Children's Reading programs	Computer Training	Adult Education	Public Access Computers
35 - 44	Children's Reading Programs	Homework Programs	Computer Training	Public Access Computers	Basic Literacy
45 - 54	Homework Programs	Children's Reading Programs	Computer Training	Basic Literacy	Adult Education
55 - 59	Children's Reading Programs	Adult Education	Homework Programs	Reference	Public Access Computers
60 - 64	Public Access Computers	Children's Reading Programs	Reference	Computer Training	Basic Literacy
Over 65	Children's Reading Programs	Reference	Public Access Computers	Adult Education	Computer Training

Services to Emphasize: Top Ranked by Age Group

Technology-Public Access Computers and Computer Training

City Council members expect the new Richmond Library to be a state-of-the-art facility, with modern library technology used to enhance service and improve efficiency. Wireless Internet is needed throughout the building for staff and public use.

Library staff and administrators want to utilize self-service technology for checking out and returning materials, reserve pick-ups, computer reservations, and the monitoring of computer time, to free staff for more complex patron interactions.

Public access computers were cited by all interviewed to be of great importance in this community. Although 87% of the survey respondents indicated they had access to the Internet, 25% indicated that they also use the library's computers.

Computers are needed for information retrieval and research, for resume writing, school assignments, life skill building, English language learning, Internet browsing, communication with others, homework assistance, early literacy support and games. Teens want fast Internet connections, printers and scanners, and word processing software.

All participants in the needs assessment process recommended that the library provide many more computers, that they be located in different areas of the library so that all are not claimed by just one group (teens currently dominate), and that there be a degree of separation between workstations to provide some privacy.

Residents and staff requested early literacy and regular computer stations in the children's room, one and two-person computers in the teen area, computers for research in the adult area, and express stations for quick access to e-mail and the library catalog. Specialized services such as literacy, local history, and the job information center would also have computers.

A computer associated with the documents collection will enhance the collection's utility, with online access the index to federal documents available. Computers with links to ESL resources are needed in the Languages Area. Patrons will need wireless technology and an area for using their own laptops and other electronic equipment.

Computer training was identified as important by service providers to the homeless and unemployed, and by seniors. School staff said that students are not getting information literacy instruction consistently in their schools and that this is a needed service. Staff and the Friends recommended a Computer Lab for classes and for academic enrichment of teens with such resources as "Making Waves", a strong teaching and tutoring program designed to address the emotional, social and developmental needs of at-risk students in Richmond and San Francisco.

City Council members, Library Commissioners, Friends of the Richmond Public Library and library staff. recommended providing viewing and listening stations.

Taking a broader look at technology infrastructure, one Council member suggested that the Richmond libraries be part of a public / private network throughout the City that provides public access computers to all residents within one-eighth to one-quarter mile of their home.

Children's Services

There was universal agreement that the library should have a large Children's Area. The most requested service for children was homework assistance. Although there are a number of other organizations that provide homework help, including the library, there are still many children and youth waiting for this service. Library staff, the Friends of the Richmond Public Library, seniors, MDAC parents and service providers to Asian immigrants all expressed a need for this service to be expanded.

The parents of the MDAC need not only homework assistance for their children, but also homework assistance that would allow them as parents to

work with their children. Tutoring in English language skills is also needed for the large number of English Language Learners.

The City Council members, service providers, library staff, seniors and city department staff identified after-school programs for children as a community need. There are many unsupervised children of working parents who come to the library after school until parents pick them up. Schools have after-school programs, but attendance is limited by staffing and space. In addition to the homework program, the structured activities suggested were arts and crafts, computer training, movies, and clubs (chess or reading clubs for example).

As mentioned above, WCCUSD staff identified the need to train students to find and evaluate print and electronic information, since it is not taught consistently in schools.

Early literacy is very important to community members. Providing story times for young children will help develop pre-literacy skills and encourage a lifelong love of learning. MDAC parents want their children to hear stories in order to strengthen their English language skills. Service providers and parents suggest story times and family programs on Saturdays, for those parents who work.

Residents of the Richmond Public Library service area are united in their desire for library services for children. Services, collections, and spaces focused on educational support and life enrichment were more highly valued than the library's leisure and entertainment roles.

Homework Programs topped all of the lists and Career Guidance and Community Information were in the top requested materials and services. These responses point to a library that is seen as a valuable asset to residents in developing their potential and supporting their personal goals.

Technology and Internet access are ranked higher by this survey group than typical due to a lower percentage of respondents with access to computers at home. Additional comments focused on re-opening the

branches, increasing hours, and improving the comfort of the library. The results of this survey are loud and clear: this is a community that cares deeply about its children and the future success of its residents.

Teens Services

Service to teens will be a critical component of the Library Plan of Service for the new Richmond Main Library. The library is close to both a large public middle school and a parochial school that has students through the 8th grade. The population of teens around the library site is exceptionally high. Violence reduction strategies include providing activities for students after school. This is an important special interest group. More than 125 teens participated in the needs assessment process.

Teens want their own space with comfortable furniture, separate from the children and adults. Staff and community members recommend that this area be acoustically isolated, yet visible from staff service desks. The collection in the Teen Area will be primarily recreational; materials for research and school assignments will be housed in the children's and adult collections.

The exception to this is employment, college preparation, possibly textbooks and reading-list classics. The recreational collection should include "hood" genre fiction, graphic novels, comics, poetry, popular magazines, teen novels in Spanish, and audiovisual items, especially CDs.

Computer access is a high priority for teens. They want public access computers with a fast Internet connection, along with color printers and scanners. There is a need for computers dedicated for teens (individual and group workstations) with word processing. It would be helpful to provide special software to support student exploration of the visual arts, graphic design and music.

Teens asked for homework help and opportunities to volunteer in the library. They asked for special programs for teens, such as high school exit exam preparation for seniors, SAT preparation classes, college workshops,

tutoring, a community information board, poetry slams, engaging programs to encourage reading, computer instruction, and classes on various aspects of computer use such as establishing an e-mail address or playing computer games. The Arts and Culture Manager recognized a partnering opportunity in providing literary and writing programs with the library, as well as developing youth speakers.

City staff identified a need in Richmond for vocational training for youth who will join the City's industrial workforce. This is a weak link in the education provided in the area. The Richmond Public Library would not take the lead in providing this service, but will support it once it is initiated.

In addition, teens suggested the following

- Café/coffee shop
- Art in the library, including sculpture
- Lots of windows and window seats
- Meeting room for teen programming, with a big screen TV

Library staff recommended exploring a partnership with the City's Employment & Training Division to train teens to operate a Friends Bookstore or a café, giving them real retail experience.

Adult and Senior Services

Service needs of adults were largely captured through the survey and are included above. One aspect of adult services that was clarified through interviews and focus groups was the need for programming. Several of the City Council members expect the library to serve as a community gathering place for educational, cultural and civic programs.

There are a number of popular programs currently offered in the library that should be continued - starting a small business, topics such as immigration reform, and cultural events that highlight the many cultures represented in Richmond such as the Latino Film program.

Other suggested programs for adults include film series, small theater productions, travelogues, and literary and educational programs. Staff indicated that adult patrons have also requested computer training.

Seniors, particularly those of the "baby boomer" generation, actively participate in the civic life of Richmond. They are among the leaders of the community and have their own library service needs. They would like more regular daytime service hours, and one-on-one instruction on the use of the computer, especially to access the library's catalog. They want comfortable seating in a quiet area, exhibit space for art and a Community Room with a full kitchen for hosting large events. They also supported providing after-school and tutoring programs for children

They requested both practical and recreational programs on art, literature, travel, the environment, health, social issues and Richmond history, classes on budgeting, as well as Lawyers in the Library program and tax assistance.

Seniors would like bookmobile service to the Richmond Annex Senior Center and programs at both the Senior Centers and the Library for seniors. They also suggested an open house at the library for seniors to introduce the collections and equipment. They asked for well-lit and safe parking close to the library and security escort at night.

Literacy Services

Service providers in Richmond identified the library's literacy program, LEAP, as a useful service for their clients who need basic reading tutoring, ESL classes, family literacy, GED preparation and life-skill building. The personal attention of LEAP staff, the extended hours of operation, the free materials, and computer access are all useful to the many residents with limited English language skills and those with limited reading ability. It was recommended that literacy services be brought to the neighborhoods, perhaps through the Community Centers. Family literacy was identified as critical in developing a new generation of readers and breaking a cycle of illiteracy.

Services to Non-English Speakers

The MDAC stressed the need for story telling and arts activities for children, reading to children to improve their English skills, and homework assistance. They need computer access with links to ESL resources. For many, using the library is a family experience; a family reading area is important. With many working at least one job, night and weekend hours are needed. Public access computers and computer instruction, especially for parents, is important, as is the literacy program.

Service providers working with Asian immigrant populations suggested that the library develop a list of contacts that speak different languages in order to assist non-English speaking patrons. Providing a translation service would be useful. They recommended having a DVD introduction to the library in many languages, for those coming to the library for the first time.

The Lao Family Community Development Corporation suggested multilingual signs to make people feel welcome, free access to a telephone and FAX machine, work opportunities, programs on safety geared to parents, and a list of one-stop affiliates for referral. They also suggested providing programs on different cultures, utilizing some of their clients with special skills such as the making of silver jewelry.

Other Needed Services

The following services were identified as needs by at least several of those interviewed.

- More outreach to the community, including delivery to the homebound, presentation of story times at Community Centers and preschools, representation of the library at community events, general publicity of library services, and introduction of the library to new residents; a van would facilitate much of this outreach
- A Local History Room to house Richmond history documents that complement the artifacts collection of the Richmond Museum of History. Although the City Clerk is responsible for the official City Archives, the library provides public access to official budgets and planning documents as well as local social history appearing in local newspapers
- A café that is a service to library users and other visitors to the Civic Center, and draws people to the library
- Multicultural programs and art displays and exhibits throughout the library
- A place where community members can find information about services and activities available in the City and County
- Potential retail possibilities, such as copy service, bookstore or passport center

QUALITIES TO EMPHASIZE

This area of need refers primarily to the use of space in the library or facility attributes. These were assessed through the Library Survey and through interviews and focus groups.

Quality Needs Identified through Survey Data

“What qualities do you think should be emphasized at the Richmond Public Library?”

This question received 971 responses. The top five selected responses were Children’s Area, Homework Center, Quiet Areas, Internet Stations, and Comfortable Seating, again emphasizing service to children and public access computers. Each of the top ranked features was selected by more than 44% of respondents. The requests for quiet areas and comfortable seating reflect the deficiencies of the current library facility and the users’ preferences for a library that is quiet and comfortable – a place to sit, read, study, learn, and enjoy.

Segmenting the responses by age group, Children’s Area is in the top two choices for seven of nine age groups and in the top three for eight of nine groups. Homework Center is in the top two for eight of nine groups and in the top five for all nine groups, the only selection in the survey to make it into the top five for all age groups.

In varying orders, Homework Center and Children’s Area are the top two ranked qualities by six of nine groups. Both Comfortable Seating and Quiet Areas are ranked in the top five by a majority of age groups. Internet Access is ranked in the top five by seven of nine age groups.

Qualities to Emphasize: All Ages	No. of Respondents	% of Respondents
Children’s area	570	59%
Homework center	568	58%
Quiet areas	504	52%
Internet stations	482	50%
Comfortable seating	428	44%
Wireless Internet access	362	37%
Art exhibits	352	36%
Individual study	349	36%
Public meeting room	343	35%
Group study	333	34%
Cafe with refreshments available	332	34%
Career center	319	33%
Local history collections/displays	311	32%
Technology training center	303	31%
Used bookstore	300	31%
Browsing areas	266	27%
Exhibition space	182	19%
Study carrels	167	17%
Program space	124	13%
Any others?	22	2%

“Quality” Needs Identified through Interviews and Focus Groups

The results of interviews and focus groups agree with the survey results. Some additional information is provided to define the various spaces. Additional services cited by community members are summarized below, divided into six categories of need: general facility, seating, meeting/programming rooms, staff workstations and other special purpose spaces.

General Facility

The new Main Library is expected to be located adjacent to the Civic Center campus. Several community leaders expect the new library to be compatible with the other civic buildings, and to be a brick structure to match the Auditorium, City Hall, Hall of Justice and Art Center.

Several suggested that the library be a place of discovery for all ages. If the Museum moves to the current library facility, the nexus of the new library and the museum will provide culture and history in one area, a destination point that will attract visitors to Richmond as well as serve as a gathering place for local residents. All agreed that it must be welcoming to all segments of the community, from new readers to avid readers, from those searching for jobs to those managing investments.

Specific qualities desired in a new Main Library:

- Fully accessible
- Literacy as a theme throughout the library
- Spacious feel, without appearing to be wasteful of space; high functionality
- Modern technology
- Use of natural light and windows important to “bring nature in”; a garden view
- A “green” building, energy efficiency
- A destination point to attract people to Richmond
- Flexible space to respond to changing demographics

- Inviting place for families
- Stimulating environment with displays of art and history
- Safe facility and parking

Seating

Residents almost universally expressed a desire for defined spaces with separate seating for children, teens, adults, families and for the literacy program, so that all ages can use the library simultaneously and compatibly. Staff and parents asked that all public seating be visible from a staff service desk for safety. Several Library Commissioners and staff proposed that seating be broken up into small “pods” to avoid the congregation of many patrons in one place. Teens, seniors and library staff suggest comfortable lounge chairs that can be cleaned easily. Specific seating requests from community members include:

- A place where families can read together
- A Teen Area with ample seating
- Quiet reading space with comfortable seats for adults
- Quiet study tables and carrels for students of all ages
- Group Study Room seating for students working on school assignments, tutoring pairs, home schooling families, and for small community meetings
- Seating for special purposes, such as work with the Richmond history collection, for craft programs and homework assistance, and for literacy tutoring and instruction

Meeting/Programming Rooms

The primary need expressed by community organizations was for meeting/programming rooms in the library. There is a dearth of free or inexpensive meeting space in the City.

The Madeline F. Whittlesey Room, the Community Room attached to the current library facility, is heavily used by many groups, including California Rare Fruits Growers, the West Contra Costa Unified School District (information nights for schools), Pt. Molate Restoration Advisory Board, PACE, ACLU, League of Women Voters, Blacks in Government, Books Not Bars,

Age	#1 Rank	#2 Rank	#3 Rank	#4 Rank	#5 Rank
10 - 14	Children's Area	Homework Center	Quiet Areas	Internet	Comfortable Seating
15 - 19	Homework Center	Group Study	Individual Study	Art Exhibits	Café
20 - 24	Homework Center	Children's Area	Career Center	Quiet Areas	Internet
25 - 34	Children's Area	Homework Center	Internet	Quiet Areas	Art Exhibits
35 - 44	Children's Area	Homework Center	Internet	Quiet Areas	Comfortable Seating
45 - 54	Quiet Areas	Homework Center	Children's Area	Internet	Comfortable Seating
55 - 59	Children's Area	Homework Center	Internet	Quiet Areas	Comfortable Seating
60 - 64	Homework Center	Children's Area	Internet	Quiet Areas	Comfortable Seating
Over 65	Children's Area	Quiet Areas	Comfortable Seating	Homework Center	Public Meeting Rooms

Qualities to Emphasize: Top Ranked by Age Group

and the Farmers' Market. The City uses the space for meetings and the library uses it for its after-school homework program, as well as a variety of programs for children, youth and adults.

Community members and library staff asked for more than one meeting room - a resource for the entire community, available without fee for non-profit organizations. One room would seat 150-200 and have a stage; the second would seat up to 100 and could be divided into two smaller rooms for meetings and library programs. Smaller groups study rooms and a Conference Room were also requested.

Staff Workstations

Library staff identified the types of workstations needed for efficient operation. Those working with the acquisition of materials need counter space rather than cubicles. Adequate shelving for work in process is needed in workrooms. Supervisors need offices for privacy in handling personnel issues.

The staff need their own restrooms and a sick bay, as well as a staff lounge, kitchen and a quiet area for relaxation during breaks. They need adequate storage for supplies, equipment, deliveries, programming materials, custodial supplies, audiovisual materials being processed, chairs and tables, summer reading program incentives, seasonal displays etc. These need to be close to the area in which the items are used. Storage is needed to keep the library tidy and efficient.

Other

Specific requests for library spaces include the following not described in the previous chapter:

- A café with access from outside the library, for workers and visitors to the Civic Center; this enjoyed more support from those interviewed than from survey respondents, and was seen as both a service to patrons and a way to draw people to the library.
- Exhibit space for local artists and educational displays is viewed by many as a community resource.

City Council members, library staff and administration, seniors and members of the Library Advisory Council identified a need for art display and exhibit space in a new library. The art to be displayed would include works by local artists and those taking classes at the Richmond Art Center, artifacts from the Richmond Museum of History, artifacts and displays publicizing the new National Park in Richmond, traveling exhibits, and artwork that highlights the cultural richness of the community.

The City requires that 1½ % of the construction cost of new public facilities be designated for a public arts project. Having art in the library will be part of the "discovery" element for patrons of all ages.

PRIORITIZING SERVICES

Using a modified Public Library Association New Planning for Results process, both RLBAC and library staff discussed a range of possible library services and prioritized them based upon their understanding of community needs and a review of other organizations providing similar services. It is understood that the library cannot provide all services to all people and that some decisions must be made to guide the allocation of staff, equipment and materials funds. The roles discussed were:

- General Information/Reference
- Popular Materials
- Business Information
- Support of Formal Education
- Early Literacy
- Basic Literacy
- Lifelong Learning
- Technology
- Community Information/Referral
- Community Meetings
- Teen Center
- Information Literacy
- Local History
- Cultural Awareness
- After School Activities

The two groups selected almost the same blended priority services; the only difference was the order of priority. They agreed that with the great diversity of the Richmond community, the library would contribute to cultural awareness and celebration in the community through its collections, programming and displays, but that Cultural Awareness as a focus was not a priority. Rather than Community Meetings being a priority service, the library is a venue for cultural, educational and civic programs, providing a variety of meeting and programming spaces.

The library should also be a place for residents to find out about community services and activities (Community Information), but this is more a subset of the General Information & Reference function than a separate priority service. Information Literacy was not identified as a top priority service, but because it is a community need and a natural service for the library, instruction will be integrated into class visits and computer classes, and offered to individuals as part of reference service. All services should be supported by appropriate technology

The priority roles are:

- Literacy, Early and Basic
- Support of Formal Learning, including After-School Activities
- Lifelong Learning, which includes Popular Materials and Technology
- Local History
- Teen Center
- Business Information

Services that require additional funding, but would not require additional staffing or programming are Popular Materials, General Information & Reference, and Business Information. Popular Materials would require attractive displays of materials, similar to those of a bookstore.

05

SERVICE LIMITATIONS OF THE EXISTING FACILITY



EXECUTIVE SUMMARY

The Richmond Main Library was built almost sixty years ago. Most of its service limitations are a function of its age and the fact that the community has outgrown its library. Once spacious reading rooms with ample seating now are crowded with extra shelves to hold a growing collection of books and audiovisual materials. There is no more room to expand the collection; more shelving is needed. There is no room for attractive displays that are so successful in commercial bookstores.

The library is no longer welcoming and inviting. It is difficult to determine where materials are located. Built before the advent of electronic information resources, the library lacks sufficient electrical and data outlets to provide adequate public access computers, a service in great demand in a community with many families living below the poverty level and unable to afford their own computers.

City leaders identify services for children and teens as critical to the community's well being. Both the Children's Room and the Teen alcove are too small to respond to the educational and recreational needs of the large juvenile population. There are too few seats for children and adults, and none for teens.

Staff workstations are crowded, and administrative offices have been closed since January 2006 because of water damage and mold. The telecommunication "room" is a mass of wires in a space without climate control. The Friends sort gift books on the second floor, in an aisle of the workroom, and carry them to the book sale shelves on the first floor using an elevator that is not ADA compliant, is accessible only through the staff area, and tends to break down frequently. There is not enough storage for work supplies, programming props, or work in progress. There is almost no shelving in the workrooms.

Programming for children, teens and adults is limited because there is only one meeting/programming space that is shared by staff and the public. Limited space requires that both the Bookmobile and Literacy services be housed in other facilities. This interferes with the natural synergy between the Family Literacy and general children's programs.

LIMITATIONS AND CONSTRAINTS TO SERVICE

GENERAL

Aging Facility

The Richmond Library has been a gem in the community for almost 60 years. Senior residents recount stories of the library being the great meeting place for young people. Over the years, the building has aged; it is no longer inviting. With a flat roof and an addition that slopes toward the main building, the library has a leaky roof and windows and has required mold remediation. From the outside, it appears dark and unwelcoming. With Richmond's reputation as a violent community, this discourages people from using the library.

Originally, high ceilings and an open floor plan provided a feeling of space. Now the space has been crowded with extra shelves for materials. Shelving is mis-matched. Old tables are pushed together for space efficiency, resulting in limited and crowded seating. The lighting is poor in some areas, obstructed by tall shelving.

This is not an inviting space. When one comes into the library, it is not apparent where things are located. The Reference Desk is tucked away and the entrance to the Children's Room not visible. There is poor "traffic flow". There is nothing to encourage non-English speaking residents to feel welcome.



Aging Facility (Above)

View of Main Entry Area (Opposite, Top Row)
Crowded Spaces (Opposite, Bottom Photos)



Security

The addition of shelves to accommodate a growing collection has resulted in poor sight lines to much of the public space. This impacts the ability to identify those needing assistance and provides opportunities for malicious mischief. The pictures to the right show the view from the reference desk. The display cases and high shelving obscure the view to the adult area, resulting in many homeless gathering in seating near the front of the building, out of sight. This intimidates some patrons as they enter.

The second floor collections cannot be seen from the staff service desks and is virtually unsupervised. Patrons have been found there engaged in improper behavior, including mutilation of materials. This area is accessible by staircases and one undersized elevator entered only from the staff workroom. It frequently breaks down and staff have named it "Darth Elevader" (below).



The Staff Elevator (Above)

Two Views from Reference Desk (Above, Top and Bottom)

Constraints to Delivering Literacy and Bookmobile Services

One of LEAP's greatest limitations to service in the Main Library is the fact that the literacy program, bookmobile and Main Library collections and services are in separate locations. The plan is to bring the literacy and bookmobile services into a new Main Library.

LEAP is located in an adjacent building. There is no obvious connection to the library, nor can there be the natural synergy between the children's collections and programs and the family literacy program. The literacy program is designed to be a door to the whole library for new readers; this is difficult when on two sites.

The current bookmobile garage is narrow, away from the library, and has no ventilation except the open doors at each end. Materials must be taken out of the library, down stairs to book trucks, pushed across a driveway and then carried up stairs into the bookmobile each day, with the reverse process each evening. During inclement weather, materials are apt to get wet. Providing a bookmobile garage adjacent to the bookmobile workroom, sufficient space to load the bookmobile inside the garage, and ventilation to make it all safe are needs in a new Main Library.

Limitations Affecting Children's Services

Library service to children is the highest priority for this community, yet the Children's Room is too small for the services needed. It has its own entry, which some adult patrons use as a pass-through to the adult areas, disrupting programs and creating some concerns about safety.

There is no room in the preschool area, shown at above right, for storytelling, one of the most important services associated with early literacy.

It has too few computers for the many students whose only access to computers and the Internet is in the library. It has no space for providing homework assistance, one of the top priorities for library service.

The entry to the Children's Room from the central part of the library is dark, obscure and uninviting. See photo at right.

There is no room for the children's video collection in the Children's Room; it must be shelved with the adult audiovisual materials in a separate room, reducing its use. Collection development is limited by the insufficient shelving, and there is no room to expand the collections needed for early literacy, curriculum support, the encouragement of reading, English language development, and audiovisual materials. Details on collection needs were provided in the previous chapter.



Preschool Area (Above, Top)
Computer Stations in Children's Room (Above, Bottom)

Limitations Affecting Services to Teens

The Teen Area is merely a few sections of shelving tucked behind the audiovisual and reference collections. There are no seats, no computers, and no defined space. It has nothing to draw young people, the very ones in most need of encouragement to continue reading and learning. With one middle school down the street and a K-8 school across the street, and many teens coming into the library after school, this is simply not adequate. The teens take over the limited computers in the adult area and do not have a place to do constructive after-school activities.

Among the teens responding to the survey, the four top services desired were Homework Programs, Arts Programs, Computer Training and Teen Programs. There is no space to provide any of these services.



Teen Area Consists of only a Few Sections of Shelving (Above).

COLLECTIONS

Too Little Space for Needed Collections

There is no more room to add shelving for adult, teen or children's books and audiovisual collections, although the need for a variety of materials was identified during this needs assessment process. The children's and teen collections are particularly undersized given the high number of youth in the area surrounding the library. A view of the shelving in the adult area as seen from the second floor is shown at the left.

A recent audit of the collection reports a collection of approximately 209,000 books and audiovisual items. Adding to this the bookmobile and branch collections, there are approximately 233,692 items, or 2.26 items per capita. This service level cannot be increased in the current facility; there is no room, especially in the Children's and Teen Areas. By 2030, when the population is anticipated to be 128,000, the items per capita in the current facility would be 1.83, significantly below the current mean of 2.33 in California.



View of Shelving in Adult Area-No Room for Additional Collection Storage (Above).

Documents Inaccessible

The Richmond Library is a partial depository for federal documents. These are housed in closed stacks because there is no room in the public area. This greatly diminishes their accessibility and use.

No Room for Display

Almost all participants in the Needs Assessment indicated the need for a "Barnes and Noble" atmosphere to attract patrons to the library. There is no room for attractive book displays that provide a stimulating library experience.

SEATING

It was clear from the surveys and interviews that there is a desire for separate areas in the library for teens, children and adults, as well as an area for family reading. This will allow the concurrent and comfortable use of the library by many people, and the library to be a “living room” with many activities.

Too Few Seats

There are only 94 seats in the Main Library. Most of the adult seating is located at the front of the building and is dominated by the homeless, which tends to intimidate some patrons. There is no comfortable lounge seating as requested by many survey respondents, There is no real Teen Area and no teen seating - no place for teens to go. Some wander around or congregate outside the library, disturbing other patrons.

One of the requests of many residents was for quiet places in the library where people could read and study, both individually and in groups. There is no quiet study space in the current library, nor are there any study rooms for groups of students, tutors or home schooling families.

The Children’s Area has very few seats, and they are crowded into two small corners of the room. There is not enough seating for the hordes of children who come into the library after school. Non-English speaking residents who will use the library as family groups need a family reading area. The Children’s Area is too small to have sofas or rocking chairs or other family-friendly seating. It is crowded and unappealing.



Example of Inadequate Seating throughout the Library (Above).

TECHNOLOGY

This library was built long before the advent of digital revolution that transformed and continues to transform the delivery of information and library service. Retrofitting required locating computers where electrical outlets were available or easily installed rather than where they would be most useful. The two banks of computers in the adult areas of the library are located far away from the reference desk staff that provide assistance. The Telecommunications Room is a mass of wires in a former closet. (Images are to the right.)

Too Few Computers and the Digital Divide

There are only 24 public use computers in the entire library, with an additional 6 being added in the 2007-2008 fiscal year. This is not nearly enough to meet the demand of students doing homework assignments, adults searching for jobs, teens doing research and many retrieving e-mails. Many residents live in poverty and do not have computers at home, have computers that do not work, do not have printers, do not have Internet access, or have several family members vying for use of a single machine.

With so few computers available, it is impossible for staff to provide computer training requested by many residents. There is no Computer Lab or bank of computers that can be set aside for training.

Specialized databases and Internet links could be highlighted at computers dedicated for the Job Information Center or the documents collection, but this is not possible with the few computers now available.

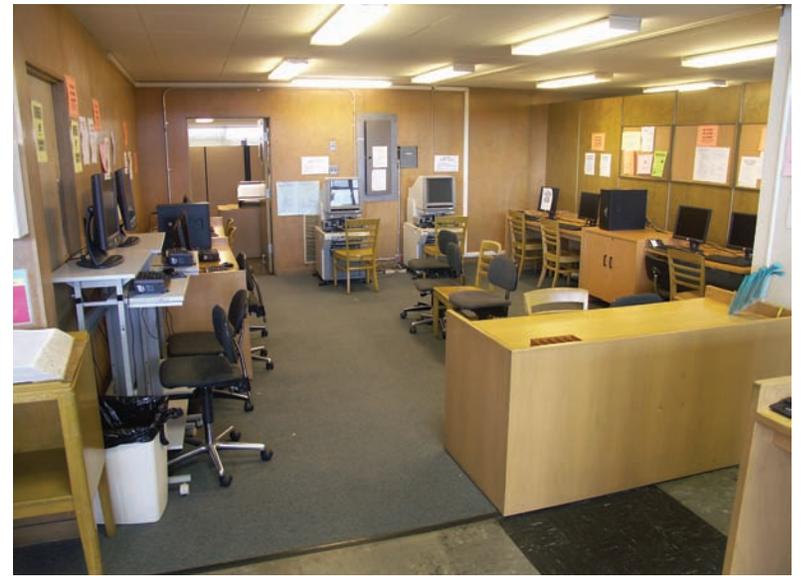
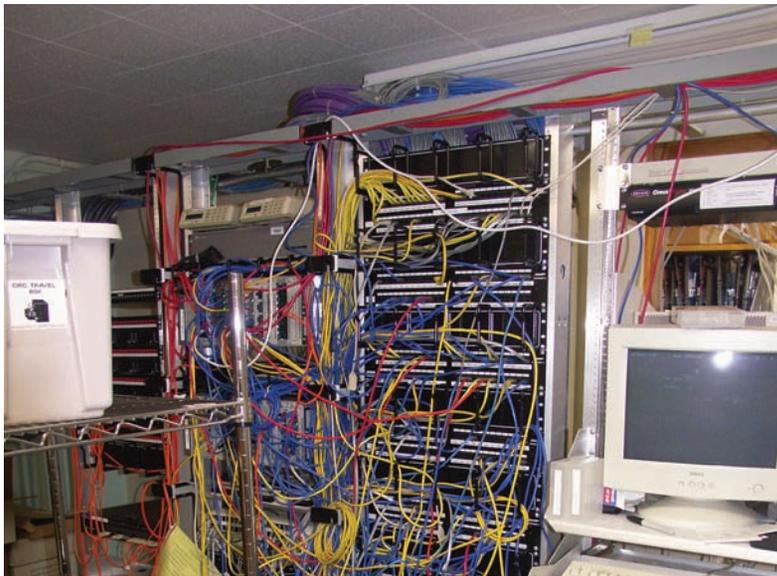
There is no room to use the modern technology that would introduce efficiencies such as self-service checkouts and reserved materials pick-up, or time management systems for public access computers.



View of Telecommunications Room, Housed in a Former Closet
(Above, Top and Bottom)



Limited Computers Cannot Be Set Aside for Training
(Above, Top and Bottom)



STAFF WORKSTATIONS

With the increase in staff over the years, workstations were reconfigured into modular cubicles for space efficiency. These cubicles do not work well for those processing materials, who need a large desk surface. There is no shelving for work in process, so it is not easy to identify snags in the workflow. This has resulted in inefficient operations and a maze that is difficult to traverse in both first and second floor workrooms. There is some concern for safety as book trucks block narrow aisles. The high-walled and somewhat isolating cubicles contributed to a dip in morale. The HVAC system, designed for a more open configuration, cannot provide reliable temperature modification; staff use both fans and space heaters for a degree of comfort.

There is no office for one of the Administrative Librarians, who needs privacy to deal with personnel issues. Because of the lack of storage, the office of the second Administrative Librarian, shown below right, is used for storage of supplies, files and programming paraphernalia, making it difficult to work there.

The administration offices have been closed since January of 2006, after the 2005 winter storms brought water intrusion and mold. Even when repaired, this space will not be large enough to accommodate the Library Director and staff.

The adult reference desk and the circulation desk are not located for optimum service. The reference desk is not readily visible upon entering the library. It is small and has poor lines of sight. It is removed from the public access computers that its staff supervise. Neither desk is designed for the new service model that emphasizes self-service.

The circulation desk is located at some distance from the library entrance's book security system. This distance makes it difficult for staff to respond when the security system indicates a patron is leaving without checking out their materials; materials are being lost. The configuration is also inefficient for handling the return of borrowed materials; they are handled too many times before being reshelved.



Typical Staff Workstation (Above, Top)
Office of Administrative Librarian Used Also for Storage (Above, Bottom).

MEETING/PROGRAMMING ROOMS

There is a single Community Room at the library. It is in great demand not only for library programs, but also for community meetings. Library programs must be limited because of the availability of this meeting/programming space. Children's, Teen and Adult Librarians compete for space for programs demanded by the public. With children and teen programming, homework assistance and after school activities a high priority to counter-act violence in the City, more programming space is needed.

Currently both the library's space and the City's auditorium spaces are constantly in use. Given that the City auditorium will be closed in 2008, the library's space may be in even greater demand.



Reference Desk Not Readily Visible from Entry (Above)

SPECIAL PURPOSES

Friends

The Friends of the Richmond Public Library sell donated books in the library to raise funds for library materials and programs. They do not have space to sort and store these materials. Instead, they work in the aisles of the staff workroom on the second floor, which requires hauling donations upstairs, putting them on shelves and working from book trucks. This is inefficient, causes problems with circulation paths in the workroom, and is an unpleasant environment for volunteers. (See images at right.)

The sale area for the Friends, while near the front of the library, is not readily visible and is small in size. Providing a workroom for sorting materials and an attractive area for the display of sale books would increase the number of volunteers and sales.

Delivery

The space originally designed for deliveries has been converted to workstations as the staff expanded. All deliveries come through a single-width door into the back of the library. There is a stairway to this entrance, requiring that the deliveries of books, furniture and equipment be carried rather than carted in. There is no delivery table or temporary storage for deliveries, which sit on the workroom floor until processed. This produces interruptions in traffic flow, increases the likelihood of theft of new materials, and causes injuries, or the potential for injuries.

Storage

The storage areas of the library are small, and in some cases are converted restrooms. They are not well located, nor is there enough storage available. This results in both untidy work areas, and inefficiencies of service as one must “hunt” for supplies.



Friends of the Richmond Public Library Work out of Aisles in the Staff Workroom (Above).



Storage Area in Converted Restroom (Above).



Richmond History Collection is Housed in Staff Workroom, Not in Public Area (Above, Top and Bottom).

Local History

The Richmond Library is a repository for local history documents. Although the City's official archives are managed by the City Clerk's Office, many citizens and City staff come to the library to do research on City activities, both official and social. The library collects local newspapers and magazines, clippings from newspapers, fliers and brochures on activities, budget documents, maps, and realia.

The valuable Richmond History Collection cannot be displayed in the public area because of lack of space. All of this material is housed in the staff workroom area on the second floor. Patrons must sit in the aisle to work with the documents. There is not the appropriate housing (shelving, storage boxes, climate control), nor is it even possible to do a proper inventory to make the materials more accessible.

A Local History Room would allow these materials to be used more easily and provide opportunity to display items of special interest, such as the historical collection of high school yearbooks.



Staff Lounge Facilities (Above, Top and Bottom).

Staff Lounge

The Staff Lounge is not a pleasant area for staff to break for lunch. A cramped kitchen, classroom-like tables and walls with shelving for overflow boxes of periodicals and microforms detract from its comfort. A television in the room makes it difficult for those wanting just a little quiet time to enjoy their breaks. There is no comfortable furniture for relaxation or quiet conversation. This is not directly related to public service, but does impact the staff.

Café--Barnes and Noble-like Seating

People have come to enjoy and expect an attractive environment for reading. Barnes and Noble and other bookstores are often packed with people of all ages, who fill the seats of the café, enjoy conversation, browse book displays, or do homework. There is not enough space in the current Richmond Library facility to develop attractive displays, quiet areas within the library for reading, or café seating to lure people to the library.

06

CURRENT PHYSICAL LIMITATIONS



STRUCTURAL SYSTEM

GENERAL DESCRIPTION OF THE EXISTING STRUCTURE

The Richmond Library structure was built in approximately 1949. Structural drawings were not available for this assessment and the structural review is therefore based on a walk-through survey of the building and on mechanical floor plans which defined the building configuration.

The Library is a two-story building, with plan dimensions of approximately 100 feet by 200 feet. Within the building is a partial second floor, or mezzanine. It is on the west side of the building and has plan dimensions of approximately 30 feet by 50 feet. Below the ground floor is a partial basement and crawl space. A small roof penthouse contains mechanical equipment and the elevator over-run. There is, in addition, a one-story appendage on the south side with plan dimensions of approximately 30 feet by 50 feet. Cladding is a mix of glass storefront and brick masonry.

Based on the mechanical floor plans and the observations made during the walk-through survey, we believe that the building is a combination of steel and concrete construction. The mechanical floor plan graphically shows structural steel columns that appear to be encased in concrete. The floor and roof framing that was observed appear to be formed concrete, which may indicate either cast-in-place slabs and beams or a cast-in-place concrete slab with concrete encased steel beams.

The basement walls are concrete and the penthouse roof appears to be a concrete pan-joint system. Based on the age of the building, it is assumed that the perimeter brick walls are either concrete walls with brick cladding

or reinforced grouted brick masonry. In either case, the perimeter brick walls appear to be the lateral load resisting system. No interior concrete walls were observed. In our walk-through survey, no sign of structural distress was observed and therefore believe that the building structure is in good condition.

SEISMIC ANALYSIS

Because there is little information on the existing building structure no seismic analysis was performed. However, some observations based on the age and configuration of the building can be made. It is believed that seismic resistance for the building is provided by the perimeter brick or brick clad shear walls.

Current building code requirements have increased significantly since the time of the building's design in at least two areas. The force requirements have more than doubled since the time of the building's design and specific system and element provisions which impose many requirements are unlikely to have been met by the building's original design. It is believed therefore that the building falls significantly short of current code provisions. The ability of the building to meet life safety standards is uncertain. A seismic analysis of the structure is therefore recommended.

MECHANICAL, ELECTRICAL, PLUMBING SYSTEMS

INTRODUCTION

An audit was carried out on the existing mechanical, electrical, and plumbing systems within the Richmond Public Library. The purpose of the inquiry was to determine the condition of the systems, with a particular focus on their condition and remaining life.

The Richmond Public Library building is part of an award winning civic campus. The library building includes approximately 32,000 square feet of occupied building area on two floors with a basement and enclosed roof area for mechanical equipment. The first floor consists of library stacks, administration offices, and associated service spaces. The second floor mezzanine level is divided between library stacks and administrative offices with related service areas. The observations outlined below are based on as-built drawings and a site visit conducted on May 3, 2007.

HVAC SYSTEMS (HEATING, VENTILATION AND AIR CONDITIONING)

1. Heating Steam

Heating steam is supplied from the building's roof-top steam boiler to one roof-top air handling unit and two (2) mezzanine level air handlers and various wall mounted perimeter radiators. The steam boiler is a relatively new Burnham steam boiler with a nameplate rating of 2102 MBH gross and 1632 MBH net. The air handling units are all constant volume and have a pneumatic air control system.



Natural Gas Steam Boiler



Roof-Mounted Air Handler

It is believed that the boiler is in excellent serviceable condition while the primary air handler is in good serviceable condition.

The steam heating system serves most spaces throughout the building using a coil within the air handling unit and the original wall-mounted convectors like the two shown in the figures opposite (top).

2. Other Heating and Cooling

The original Richmond Public Library design did not provide any air conditioning. The building relied exclusively on operable windows for natural cooling. The addition of a data center for the building's computer system required the addition of a split system A/C unit. The figures opposite (below) show the cooling system that has been installed for the computer servers. The unit appears to be in good serviceable condition.

3. Recommendations and Conclusions

Richmond Public Library's mechanical systems appear to be in good overall condition considering the age of the building. The only concern is the steam distribution piping, but without removing pipe samples to investigate their interior condition, no definitive condition could be determined during the site visit. Destructive testing is recommended in order to determine pipe condition.

While no improvements are required at this time, reduced operating expenses could be realized with more energy-efficient fans and more precise digital controls. The Richmond Public Library building has the potential for passive cooling. The combination of operable windows and a heavy mass structure allows the building to take full advantage of the building site's moderate climate through the careful use of operable windows for night-time purging. Pre-cooling the building by flooding the building with cool night-time air and then reducing outside air supply to code minimums during the heat of the day will minimize the need for active cooling.



Air Handler Compressed Air Controls



Wall Mounted Steam Convectors



Dedicated A/C for Remodeled Data Room



ELECTRICAL SYSTEMS

1. Power distribution system

The existing building is fed power from a 400Amp, 208/120V, 3-phase service. Based on the information gathered during the site visit, the service size has not been upgraded since the initial installation in 1948. The only change made to the system was the replacement of two (2) existing panels with panels of higher circuit breaker capacity.

2. Power analysis and computation

The incoming service only provides 4.5 Watts/SF which does not allow for any additional electrical loads. If the library is expanded, it is recommended that the incoming service should be upgraded as well. The exact service size will depend on the specific HVAC, elevator and other equipment loads, but accepted practice recommends at least 9-11W/SF of power for a library.

3. Findings and recommendations

Electrical Equipment

The electrical equipment was designed with adequate capacity for the original design intent. While it appears to be functioning adequately, no further load should be added to the present configuration. New service should be added to the building if additional equipment is desired.

Lighting

For reduced energy costs, lighting fixtures should be modified to meet the latest California Title 24 requirements and Illuminating Engineering Society (IES) requirements. Existing fixtures should be replaced with energy saving fixtures with T-5 or T-8 lamps equipped with high-efficiency electronic ballasts. Occupancy sensors, photocells or low voltage lighting control devices should be installed in all public areas.

Emergency Power

No emergency power system was noted besides egress lighting. It is recommended that either a generator or an inverter with battery back up be available for critical electrical loads such as data storage.

PLUMBING AND FIRE PROTECTION

1. Plumbing Systems

Domestic Water System

There is an existing 3" water main serving this building with a water meter located at ground level on the north side of the building. There is no back flow preventer assembly visible for this system. The existing pipe down stream of the water meter is a 3" line. No problems were visible and the original design appears adequate for the fixtures presently installed. The condition of the piping is of some concern because of the system's age, but no definite condition can be determined without removing pipe sections for internal investigation.

Domestic Hot Water System

There is one gas water heater (40 gallon) serving restrooms and service sinks. Again, the condition of the piping is of some concern because of the system's age, but no definite condition can be determined without removing pipe sections for internal investigation. The water heater is 15 yrs old and is at the end of its expected life. It is recommended to integrate a solar hot water system for reduced fuel use and long term costs.

Natural Gas System

There is one gas main serving the building's water heater and steam boiler. The system is adequately sized for current needs and appears to be in good condition. The condition of the piping is of some concern because of the system's age, but no definite condition can be determined without removing pipe sections for internal investigation.

Storm Drainage System

The existing storm drain piping throughout the building is functioning adequately. There is no overflow drainage system throughout the building.

Sanitary Sewer Drainage System

The sanitary system is operating in satisfactory condition and no problems have been reported. The condition of the piping is of some concern because of the system's age, but no definite condition can be determined without removing pipe sections for internal investigation. Destructive testing is recommended in order to determine pipe condition.

Plumbing Fixtures

Existing plumbing fixtures in the building (water closets, lavatories, urinal, and drinking fountain) have been upgraded to meet ADA requirements.

2. Fire Protection System

No fire protection system is noted on the building's design documents and none were observed during the site visit.

Conclusion

Richmond Public Library's building systems are adequately providing for the functional needs of the building's occupants. While no systems require immediate attention, the age of the building requires further investigation to determine accurately the condition of the most suspect part of systems, the gas and water distribution piping. As no destructive testing was done during this systems investigation, some destructive testing is recommended in order to determine pipe condition.

ARCHITECTURAL

GENERAL BACKGROUND

The main building of the Richmond Public Library, located in the historic Richmond Civic Center complex, was completed in December, 1949. The building itself represents a fine example of classic American modernism of the immediate post-WWII era. It was the first glass-walled library building in the country, reflecting the modernist sensibility of the time, framed in steel and concrete with a fully glazed east façade.

When it opened, the two-story-high main reading room encompassed all library functions, including storage, charging and delivery facilities. There are additional bookstacks on a mezzanine level over-looking the large open space, and there is an adjoining children's library and meeting room. The functional aspects of the building remain the same to this day, more than 50 years later.

On April 10, 2007, the Historic Preservation Advisory Committee voted unanimously to recommend approval of the designation of the Richmond Memorial Civic Center as a Historic District, which includes the library building. This recommendation will be forwarded to the City Council once the Historic Structures Report is finalized.

This section of the Needs Assessment delineates the physical limitations of the library building in delivering modern library services to the community. While the building is generally sound, it exhibits obvious limitations of space for materials, seating and staff, and has several systems and code deficiencies that are described in the following sub-sections.

PUBLIC SPACE USE

The large main reading room, while organized to make maximum use of the space available, is basically impacted with bookstacks and a small amount of public seating area. Other sections of this Needs Assessment address the space needs for existing and desired programs and services. It is noted here, however, that there is little or no opportunity to utilize space for any significant number of computer workstations, including Internet stations, or to provide separate reading areas for young adults and adults. Because of the single large space and the close proximity of uses, acoustics and noise control is a concern.

The number of power and data outlets in the building is inadequate to accommodate modern electronic devices. The design of the building infrastructure, largely because of the date of its design before the age of computers, combined with its high-ceiling configuration, makes it very difficult to introduce power and data outlets anywhere in the building. Given the historic designation expected for the building, this capability is likely to be further inhibited.

STAFF AREAS

The principal characteristic of the staff work area is the completely inadequate amount of space for the tasks and activities that need to be carried out. At the individual workstations, there is insufficient desk surface and shelving to support the work activity. Refer to the previous section of this Needs Assessment, Service Limitations of the Existing Facility, for a complete discussion of staff area functionality.

The staff elevator does not meet current design recommendations for cab size, nor does it meet ADA requirements. It is recommended that the elevator be replaced if the building undergoes any significant modernization.

Other staff spaces are fully impacted with materials and equipment storage. Workroom-type space is very limited, particularly for work surface and storage features.

CODE ISSUES AND DISABLED ACCESS

A full accessibility analysis was not carried out, as this level of detail is recommended only if the current building use is to be retained and the building is to undergo renovation or modernization work. If the building changes use, such as a conversion into a museum space, any accessibility analysis can be incorporated into the new design studies. However, it should be noted that there are a number of significant accessibility and code issues that should be addressed.

There is no public elevator in the building. This requires use of the inadequately sized (non-ADA-compliant) staff elevator by anyone in a wheelchair who needs access to the mezzanine bookstacks. Staff assistance is required in this case.

At the mezzanine level, the circulation aisle along the edge is only 3'-0". The requirement in stack areas is that cross circulation aisles must be a minimum of 3'-8". The mezzanine guardrail measures only 3'-0" from floor to top of rail. The code requirement is that guardrails must be a minimum of 3'-6" in height.



Staff elevator is only elevator in the building and is not code-compliant.



Non-code-compliant circulation aisle widths (3'-0" instead of required 3'-8")

SHELVING

The bookstacks are generally standard metal shelving with 7" deep shelves. Modern shelving is typically 10" and 12" deep to accommodate larger materials and avoid potential damage to the materials that hang over the edge of the shelves.

The bookstack ranges are braced together with metal channels fastened on the top of each range. However, the braces are not attached to any wall or structure, and are therefore susceptible to racking during an earthquake. As such, the seismic bracing does not meet current seismic code requirements.

LIGHTING

A photometric measurement was made of the vertical lighting levels on the bookstacks on the main floor and on the mezzanine. The recommended light levels for reading titles on books stored in bookstack ranges is a maximum of 35 vertical footcandles on the top shelf tapering to a minimum of 6 vertical footcandles on the bottom shelf. The range of values on the main floor bookstacks was generally below this standard, typically measuring 1.5 vertical footcandles on the top shelf and 4-5 footcandles on the bottom shelf. It should be noted that the measurements included the effect of daylighting through the large east windows, and it is expected that these levels would be even somewhat lower on dark days or evening hours.

In other areas of the main floor, the lower bookstack height allows a greater light penetration to the shelving levels. At the mezzanine level, the range of values meets the standard requirements, primarily because of the closer proximity of the ceiling light fixtures. The mezzanine bookstacks received a maximum of 33-45 vertical footcandles at the upper shelf area and 10-13 vertical footcandles at the lowest shelf.



Seismic bracing of stack ranges is not braced to structure



Light fixtures lack energy efficient characteristics

In the children's library, the lighting is very uneven over the bookstack areas, resulting in vertical footcandle measurements that meet minimum requirements when directly under the light fixtures, but which are inadequate in other areas. The brightest location measured 22 vertical footcandles at the top shelf of the 60"-high section and 15 vertical footcandles at the bottom shelf. The worst case measured 8 vertical footcandles at the top shelf and 3 vertical footcandles at the bottom shelf.

Because of the age of all building light fixtures, the use of modern, energy-efficient lamps is not possible. The large daylighting component from the windows is a positive feature of the building's energy efficiency performance and helps to overcome the poor lighting performance of the electric fixtures during the daylight hours.

In general, the light levels measured at the horizontal reading and working surfaces in all public spaces was adequate, ranging from 35 footcandles to 50 footcandles. In all cases, the daylight levels provided a significant contribution to the overall light levels. Because of the age of the building design, there are no daylight-responsive dimming systems for the electric light fixtures.

RESTROOMS

The building currently has exactly the code minimum requirement for the number of toilet fixtures in all restrooms. These requirements are based on the area of the spaces served and the type of use. It should be noted that with a change of use to museum or office space, the building requirement would remain the same since these types of buildings are considered to be the same type of occupancy as the library.

07

SPACE NEEDS ASSESSMENT



The existing Richmond Main Library is not large enough to provide all the services needed by the community's diverse population. Recommended service level ranges for the Richmond Public Library and for a new Main Library, similar to those of comparable libraries, follow.

Space needed in a new Richmond Main Library is an aggregate of seven elements—collection, seating, technology, staff workstations, meeting rooms, special purpose spaces and non-assignable space. The first three elements were defined by the recommended service level ranges; others were derived from interviews and focus groups with key stakeholders.

RECOMMENDED RICHMOND LIBRARY SERVICE LEVELS

While there are no universally accepted standards for library service, there is some value in reviewing the guidelines that other library jurisdictions have established to improve library service, and to compare Richmond with libraries with similar demographics. The elements of service for comparison are facility size, collection size, seating, and public access computers.

Most new libraries are also including Teen Areas, Group Study Rooms, Meeting / Programming Rooms and Storytelling Areas. All are special spaces needed in Richmond. Solano County, Camarillo, Los Angeles County, Long Beach and Oakland have established guidelines for public library service, as has the state of Wisconsin. See the table at top of page 7.2.

In this sampling, the square feet per capita range from .5 to .9; collection items per capita from 1.39 to 4.7; seating from 2.25 to 4 seats per 1,000 residents; and public computers from .8 to 1.7 computers per 1,000 served.

Local cities to which Richmond is sometimes compared are Berkeley, Hayward, and Oakland. Comparative data for these library systems is shown in the table at the bottom of page 7.2.

GUIDELINES FOR SERVICE IMPROVEMENT						
	Solano County	Camarillo	Los Angeles County	Long Beach	Oakland	Wisconsin Public Library*
SF/capita	.76	.69	.5	NA	.7-.9	NA
Collection/capita	2.9	2.5	2.5-2.75	1.75-2.25	3	2.8-4.7*
Seating	3.1/1000	3	5/1000	2.25-3.0/1000	3-4/1000	NA
Public access computers	1.3/1000	1/750-1/1250	1/1000	1/1100-1/1500	1.5-1.7/1000	NA

*The Wisconsin Public Library Standards, 4th Edition, 2005 recommends levels of service based upon population served and level of service. For a City with a population of 128,000, the per capita materials recommended ranges from 2.8 (basic) to 4.7 (excellent).

In this sampling, the square feet per capita range from .5 to .9; collection items per capita from 1.39 to 4.7; seating from 2.25 to 4 seats per 1,000 residents; and public computers from .8 to 1.7 computers per 1,000 served.

COMPARISONS FY 2004-2005				
	Richmond	Hayward	Oakland	Berkeley
Sq. ft. per capita	.31	.23	.43	2.81
Collection per capita	2.53	1.39	2.94	4.89
No. of internet terminals per 1000 persons	.16	.19	.37	.64

Jurisdictions receiving State Library Proposition 14 funds for the construction of relatively large facilities are included in the table at the right. These modern libraries range from 0.39 to 0.77 square feet per capita for the projected 2020 population. They average 0.61 square feet per capita.

Based upon this data, it is recommended that the Richmond Library service levels be framed as ranges. The analysis of spaces needed to provide necessary services will more clearly define the final square footage of a new Main Library.

The recommended service levels are all similar to those established by other jurisdictions that have undertaken Master Facilities Plans in recent years and are shown in the table below. The service levels are for the entire Richmond Public Library, including the two branches and bookmobile as well as the Main Library.

LARGE LIBRARIES FUNDED THROUGH PROPOSITION 14 FUNDS			
Library	New Facility Area (Sq. Ft.)	Projected Population 2020	Sq. Ft. per Capita
Alameda Main (City)	47,470	79,500	.6
Bruggemeyer Memorial	53,237	72,000	.74
Camarillo (Ventura)	65,621	95,000	.69
Fontana (San Bernardino)	84,042	215,000	.39
San Mateo Main (City)	93,806	122,500	.77
Redding (Shasta County)	55,000	113,500	.49
Santa Maria (City)	60,821	109,600	.56
Average .61			

RECOMMENDED SERVICE LEVEL RANGES FOR THE RICHMOND PUBLIC LIBRARY				
	Square Feet	Collection	Seating	Public Computers
Recommended Service Levels	.5-.61 /capita	2.75-3 items/ capita	2.5-3 seats/1,000	1-1.1/1,000
Current Levels of Service- 2006 population (103,468)	34,970 sq. ft. 0.34 sq.ft. / capita	233,692 items 2.26 items / capita	129 1.25 seats / 1,000	32 0.31 computers / 1,000
Current Levels of Service -2030 population (128,000)	0.28 sq. ft. / capita	1.83 items / capita	1.01 seats / 1,000	25 computers / 1,000

FACILITY

A New Main Library for Richmond

The Richmond Main Library, built in 1948-1949 for a population of about 99,000, is woefully inadequate for its anticipated diverse population of 128,000 in 2030. See the table at right for a comparison of the proposed service levels with the current service levels.

It is the intent of the Director of Library & Cultural Services to bring both the LEAP literacy program and the Bookmobile service into a new Main Library. Currently these two services are housed in City-owned facilities separate from the library. This separation makes it more difficult to introduce new readers from the literacy program to the library's full services, and to use the collections of the Main Library to supplement the bookmobile collection.

Collections

For many years the Richmond Library has been a regional resource, respected for its depth of collection. With many smaller libraries in the area, this function is expected to continue. The collection, therefore, will be both popular and retrospective.

The proposed collection and its distribution are shown in the chart on the following page, compared to the existing collection, and with data on current use. The total proposed collection is 358,000 items. Combined with the branch and bookmobile collections, this results in 2.7 items per capita for the 2030 population of 128,000. The collection will be built over the next 20+ years to this size at the rate of approximately 5,500 items per year; this will require consistent increases in materials budget to maintain buying power.

RICHMOND MAIN LIBRARY PROPOSED COMPARED TO CURRENT SERVICE LEVELS				
	Facility Size (Sq. Ft.)	Collection	Seating	Computers
Recommended Service Level	0.5 - 0.61 per capita	2.75 - 3 items per capita	2.5 - 3 seats per 1,000 persons	1 - 1.1 per 1,000 persons
Total Needed	64,000 - 78,080	352,000 - 384,000	320 - 384	128 - 141
Minus Branches and Bookmobile	3,725	24,692	35	8
New Main	60,275 - 74,355	327,308 - 359,308	285 - 349	120 - 133
Current Main	31,245	209,000	94	24

RICHMOND PUBLIC LIBRARY CURRENT AND PROPOSED COLLECTIONS

Collection Segment	CURRENT MAIN LIBRARY		PROPOSED MAIN LIBRARY	
	Items	Percent of Collection	Items	Percent of Collection
ADULT COLLECTIONS				
Adult Books				
Reference				
<i>Desk</i>	144	0.07%	150	0.04%
<i>Reference</i>	3,805	1.79%	3,750	1.05%
<i>Closed Storage</i>	1,090	0.51%	3,500	0.98%
<i>African American Collection</i>	2,109	0.99%	2,500	0.70%
<i>Richmond History</i>	1,116	0.53%	4,000	1.12%
<i>Telephone Directories</i>	257	0.12%	300	0.08%
New Books	1,494	0.70%	1,500	0.42%
Fiction				
<i>General</i>	30,462	14.37%	39,000	10.86%
<i>Mystery</i>	8,000	3.77%	12,000	3.35%
<i>Science Fiction</i>	2,300	1.08%	3,500	0.98%
<i>Short Stories</i>	700	0.33%	1,000	0.28%
<i>Westerns</i>	1,500	0.71%	2,500	0.70%
<i>Paperbacks</i>	158	0.07%	2,500	0.70%
Non_fiction				
<i>General</i>	73,882	34.85%	90,000	25.13%
<i>Job/Careers/Business</i>	1,158	0.55%	3,500	0.98%
<i>Auto Manuals</i>	386	0.18%	700	0.20%
<i>Grants</i>	223	0.11%	480	0.13%
English Language Development			2,500	0.70%
International Languages				
<i>Spanish</i>	9,649	4.55%	15,000	4.19%
<i>Japanese</i>	230	0.11%	400	0.11%
<i>Chinese</i>	477	0.23%	1,250	0.35%
<i>Farsi</i>	25	0.01%	100	0.03%
<i>Lao</i>	2	0.00%	200	0.06%
<i>Tagalog</i>	24	0.01%	200	0.06%
<i>Thai</i>	40	0.02%	200	0.06%
<i>Vietnamese</i>	349	0.16%	1,000	0.28%
Large Type	1,180	0.56%	2,000	0.56%
Subtotal Adult Books	139,580	65.84%	193,730	54.09%

Collection Segment	CURRENT MAIN LIBRARY		PROPOSED MAIN LIBRARY	
	Items	Percent of Collection	Items	Percent of Collection
Adult Media				
Videos				
DVDs	1,013	0.48%	5,000	1.40%
CDs/Music. Audiobooks	1,595	0.75%		
CDs			6,000	1.68%
Audiobook CDs			2,500	0.70%
Languages Audiobooks, CDs, DVDs			1,800	0.50%
CD-ROMs			1,000	0.28%
Subtotal Adult Media	10,497	4.95%	20,800	5.81%
TOTAL ADULT Books/AV	150,077	70.79%	214,530	59.90%
CHILDREN				
Children's Books				
Reference				
Desk	199	0.09%	200	0.06%
General	577	0.27%	550	0.15%
Professional Collection (Workroom)	159	0.08%	1,250	0.35%
Easy Readers				
Picture Books	9,516	4.49%	22,000	6.13%
Easy Chapters	1,364	0.64%	3,000	0.84%
ABC/123	235	0.11%	500	0.14%
Toddlers	379	0.18%	1,000	0.28%
Fiction	7,017	3.31%	15,000	4.19%
New Books			72	0.02%
Paperbacks	160	0.08%	2,500	0.70%
Non-Fiction				0.00%
General	28,155	13.28%	52,000	14.52%
Homework Center	67	0.03%	280	0.08%
International Languages		0.00%		
Chinese (cat & uncat)	180	0.08%	500	0.14%
Spanish/bilingual	2,985	1.41%	15,000	4.19%
Korean	153	0.07%	500	0.14%
Vietnamese	177	0.08%	450	0.13%
Other	190	0.09%	550	0.15%
Holiday Books	1,883	0.89%	2,500	0.70%
Parents	273	0.13%	500	0.14%
Subtotal Children's Books	53,669	25.32%	120,152	33.55%

Collection Segment	CURRENT MAIN LIBRARY		PROPOSED MAIN LIBRARY	
	Items	Percent of Collection	Items	Percent of Collection
Children's Media				
<i>Audiobooks</i>	683	0.32%	500	0.14%
<i>CDs</i>			4,000	1.12%
<i>CD-ROMs</i>			200	0.06%
<i>Read Along</i>	185	0.09%	500	0.14%
<i>Videos & DVDs</i>	264	0.12%		
<i>Videos</i>	654	0.31%	800	0.22%
<i>DVDs</i>			5,000	1.40%
Subtotal Children's Media	1,786	0.84%	11,000	3.07%
TOTAL CHILDREN	55,455	26.16%	131,152	36.62%
TEEN				
Fiction	1,372	0.65%	3,500	0.98%
Non-Fiction	1,851	0.87%	4,750	1.33%
New Books	153	0.07%	200	0.06%
Paperbacks			2,000	0.56%
CDs			2,000	0.56%
TOTAL TEEN	3,376	1.59%	12,450	3.48%
TOTAL- All Books and AV	208,908	98.54%	358,132	100.00%
PERIODICALS				
Adult English Language Titles			250	
Adult International Language Titles			24	
Children's Titles			18	
Teen Titles			18	
Adult Newspaper Titles			10	
TOTAL -PERIODICALS			320	

There is a general increase in all collections, but the proposed collection responds to the priorities identified through the survey - Children's Books, Career Guidance / Job Hunting, Reference, Adult Basic Education, Adult Non-fiction, School Curriculum and Adult Fiction.

- The number of Children's Books, ranked highest in the survey, has been greatly increased; this includes all elements of the children's collection, including curriculum support.
- The Career Guidance/Job Information Center includes a healthy collection of circulating materials (reference materials are included in the reference count).
- Adult Fiction and Non-fiction collections, ranked high by seniors and also useful as curriculum support, have been substantially increased.
- Adult Basic Education materials, which include both the "New Reader" and English Language Development collections, are well represented in both print and audiovisual formats.
- The Reference Collection has been reduced, since many materials within this collection are replaced with updated editions or replaced by electronic databases; currency is the primary concern with this collection.

The desire for New Books will be met with a strong ongoing collection budget. New books will be displayed attractively, will come from all parts of the collection, and will be constantly refreshed. The request for Community Information is not as much a collection issue as it is the need for a Community Information Center, which will be addressed in the Special Purpose Spaces section of this chapter.

Additional collection needs include materials in international languages and a robust teen collection. The languages collection has been expanded considerably. A large teen recreational collection is included; teen materials for curriculum support will be shelved in both the adult and children's non-fiction collections, except for "hot topics" and college information.

One further collection need was derived from the current use of the collection as indicated by a high circulation or turnover rate - audiovisual materials for all ages. The percentage of audiovisual materials has been

increased from 6% to 10%. Audiovisual materials will be housed on appropriate display shelving in the different areas of the library that serve children and teens. The adult media will be in a Media Room, with a self check machine and computers to preview CDs and DVDs.

The proposed number of periodical titles is 320: 260 adult titles, 18 children's titles, 18 teen titles and 24 in languages other than English.

The collections fall into 15 categories of cataloged materials: Preschool, Children, Homework Center, Teens, Adult Fiction, Adult Non-Fiction, Adult Periodicals, Languages, Jobs/Careers, English Language Development, Adult Periodicals, Adult Reference, Children's Reference, Closed Shelving, and Popular Materials. Reference Materials include both non-circulating reference resources and special collections such as the automobile manuals. Popular Materials include new books, popular magazines and audiovisual materials.

The government documents, local history and LEAP collections, most of which are not cataloged or counted in the distribution above, will be in open shelving, accessible to the public. The space allocation for these collections will be included in Special Purpose Spaces. The bookmobile collection is, for the most part, kept on the bookmobile. Shelving is needed for overflow materials, reserves, and materials being processed.

Shelving for each collection segment will be appropriate for the materials.

- Preschool materials will be on shelving that is 45" in height.
- Books for older children will be in 66" high shelving.
- Children's paperbacks will be on slanted 66" shelves rather than spinners (staff preference).
- Teen books will be on 78" shelving; teen audiovisual materials and paperbacks will be on slanted shelves.
- Adult fiction and non-fiction will be on 90" shelving; with some lower shelving to improve access to large print books and audiovisual materials.

- Desk reference materials for both the children’s and adult reference desks and Homework Center resources will be on 45” shelving; additional reference materials will be on 66” high shelving for children’s materials and 90” high shelving for adult materials.
- Periodicals will be on hinged shelving that allows the display of the current issue and storage for prior issues underneath.
- CDs will be in media boxes within shelving sections.
- Displays will highlight new materials or topics throughout the library.

Appendix 3, The Library Collections, includes the projected collection segments, the percentage of each expected to be in circulation at any one time, the number of items needing shelving and the volumes per linear foot. The shelving figures result in shelves being approximately 75% full, allowing for display space on the shelves.

Appendix 4, Shelving Space Allocation, displays the type of shelving used for books, audiovisual materials and current magazines, the number of shelving units needed, the space needed for each shelving unit and the total square feet needed to accommodate each collection. Additional housing is needed for maps (1 map case with 10 drawers @ 35 sf) and for microfilm (2 cabinets @ 26 sf). Closet shelving for back issues of magazines, both bound and unbound and fragile or older reference material, is needed. This collection is being evaluated and may be reduced. Compact shelving should be considered during the design phase for this collection. The total square feet needed for shelving the collections is 16,566. See table following.

COLLECTION SPACE NEEDS (SQUARE FEET)	
Books	15,274
Audiovisual	888
Current Periodicals	404
TOTAL	16,566

Seating

Many community leaders see the new Main Library as the community's living room, with a welcoming environment and comfortable seating. They agree that there should be separate areas for children, teens, families, and adults, with a variety of seating. A family reading area is also important. For security reasons, all seats should be visible from a staff service desk and the adult lounge seating should be clustered in small groups to avoid people congregating and intimidating other patrons. The seating needs of particular patron groups are summarized below, followed by a proposed seating distribution chart.

Children

There are three groups of children to be served, each with its own developmental, academic, recreational and seating needs. The youngest, according to library staff, need smaller tables, a play area with educational toys, and seating for families to read together. The children ages 6 through 10 need child-sized tables. The oldest, the "tweens", need to have a collection and lounge seating area of their own.

Teens

Teens need an acoustically isolated, but visible, space of their own with teen-friendly furnishings. They are able to study and socialize while they listen to music; as master multi-taskers, they can use an area of the library that is a mixture of study and social seating - tables, counters, benches, and lounge chairs for seating. Teens often enjoy sitting on the floor, so a step against which they can lean or upon which they can sit would be useful. Shelving can be custom-made so that the teens can sit under it, against a slanted wall. There should be enough seating for smaller activities after school. Larger programs would be held in one of the community rooms. With the high population of teens, ample seating is needed.

Students

Although some students of all ages will prefer to study in an area with activity, others need quiet study space. Carrels, tables, and group study rooms would meet the needs of students from upper elementary school through community college.

Adults

Adults need tables for their lifelong learning pursuits, comfortable lounge chairs for recreational use and socializing, and quiet areas away from the main paths of travel in the library. This quiet space was among the top four priority library services for all age groups. Small tables near the periodicals will allow patrons to spread out a newspaper. Seats in a café encourage library visits and provide a place for residents to gather socially while using the library or the community rooms.

A chart indicating seating distribution follows on the next page. Conversion factors and more detail are included in Appendix 5, Seating Space Needs. The space allocation includes the footprint of the seat and circulation space around it. Note that the space allocation for the Homework Center, Multipurpose Room, LEAP space, Café and Local History Room are included in the Special Services Spaces section of this chapter. This seating does not include public computer workstations, which are accounted for in the Technology section that follows.

The total of 387 seats shown below is within the recommended service level range of 2.5 –3 seats per 1,000 residents, providing 3 seats per 1,000 based upon the 2030 population. This is slightly above the recommended guidelines and more than three times the current seating, providing a variety of seating appropriate to the variety of patrons. Seating will be allocated 6,510 square feet.

SEATING DISTRIBUTION					
Library Area	Seats at Tables	Lounge Seats	Carrels	Other	Total Seats
Adult Services					
New Book & Magazine Display		4			4
Community Living Room	8	8			16
Fiction	8	4			12
Non-fiction	16				16
Jobs/Career	4				4
Quiet Reading	16	4	8		28
Periodicals	6	3			9
Reference	8				8
Reference Study Room	6				6
Languages and English Language Development	12	4			16
Local History Room	4				4
Teen Services					
Teen Area	12	4		4 at counter 6 on step seating	26
Teen Study Room	6				6
Children's Services					
Primary Area	8	8		50 on cushions or steps	66
Older Children/Tweens	24	4			28
Homework Center (Auditorium)	24				24
Multipurpose Room	24				24
Children's Study Room	6				6
LEAP Literacy Services					
Literacy Center	56	2			58
General Use					
Lobby				Four 2-person benches	8
Café	12	6			18
Total (All Areas)					387
Space Allocation					6,510 SF

TECHNOLOGY

Technology is an important element of this library and will be integrated into all aspects of its services. The library needs a Main Telecommunications Room located on the first floor, with secondary telecommunications closets stacked above it on any upper floors.

All nine of the age groups responding to the survey ranked either Public Access Computers and/or Computer Training among their top priority services. Those interviewed, especially those serving the poorer populations in the city, identified public access computers for all ages as a critical service need.

Although the percentage of survey respondents with access to computers at home is high (87 %), about 25 % also use the computers at the library. School personnel explained that even if their students have a computer at home, it may not have Internet access or a printer, and there may be several family members competing for its use.

Public computers are important in the delivery of the services most selected for emphasis by the survey respondents—Homework Assistance, Computer Training, Adult Education, Literacy, English Language Skills and Reference.

They are necessary for those seeking jobs to prepare resumes and find job opportunities, for students doing research or writing papers, for children and teens to develop both computer and information literacy, for young children to work with their parents to encourage reading and develop reading skills, for those learning to read to practice their reading and comprehension, and for the general public to access e-mails. Contra Costa College staff advised having some computers available for longer than the usually allotted time, for serious students who are using word processing software to prepare papers.

It is recommended that the computers be distributed throughout the library for different uses, in banks. All the public access computers, with the exception of OPACs on shelving end panels and early learning stations, will be multi-functional, with the capacity for staff to designate computers for a particular use if needed. Printing will be retrieved from the Copy/Print Center located on each floor with print management equipment.

At this point in the planning process, it is anticipated that the infrastructure for hard wiring will be installed, although the facility should be wireless throughout.

Computer training was one of the most frequently requested services by survey respondents. It is recommended that a Computer Lab with 32 computers be provided near the adult computers, with glass walls that can be opened for general public use when not needed for training sessions.

Computers will be used to facilitate independent use of the library as well, including self check out, check in and reserve pick-up. On-line computer reservation and “time-out” software will help manage the use of the computers. Staff will have access to computers to make their work more efficient. Laptops may be used in the Literacy classroom and for the homework program; secure storage will be provided for this equipment.

A display of technology needs is shown in the table on the right. A more complete chart with conversion factors and space allocation for both public and staff workstations is included in Appendix 6: Technology Space Allocation.

The conversion factors are based upon the furniture upon which the equipment stands and an allocation for surrounding circulation space. In addition to public access computers, space is needed for self-check machines, print managers, and computer reservation equipment. In some cases the space allocation will be accounted for in either the Staff Workstations section of this chapter or the Special Purpose Spaces section.

PUBLIC ACCESS COMPUTERS		
Library Area	Number of Computers	Other Technology Equipment
Adult Services		
Reference	12	
Fiction	2 OPAC	
Non-fiction	12 (includes 2 OPACs)	
Local History Room	1	1 scanner, 1 MF reader/printer, 1 printer
Express Terminals	4	1 kiosk, 1 printer
Media Room	2	1 self check
Jobs & Careers	2	1 printer
Government Documents	1	1 printer
Languages & English Language Development	2	
Copy/Print Center-2nd Floor		1 copier, 3 print release
Teen Services		
Teen Area	12	
Children's Services		
Primary Area	4 (AWE)	
Older Children's Area	20 (includes two OPACs)	
Homework Center	20 laptops	1 printer
Copy/Print Center-Children's		1 copier, 1 self check, 2 print release
LEAP Literary Services		
Literacy Center	5 (includes 1 AWE), 4 laptops	3 printers
General Use		
Computer Lab	16 (PC's), 16 laptops	2 print release
Self Service Area		3 self check
Total (All Areas)	135: 84 PC's, 40 laptops, 6 OPACs, 5AWE	
Space Allocation	2,675 Square Feet	

The proposed public access computer allocation is 135. Combined with the eight branch computers, this results in 1.06 computers per 1,000 residents for the Richmond Library system in 2030. This is within the recommended service level range.

Technology equipment for staff is shown in the table on the following pages. Almost all staff will have computers at their workstations; shared desks for part-time staff may not have computers, depending upon the off-desk duties of their positions.

The space allocation is determined by the footprint of the furniture upon which the equipment is housed and circulation space around it. The space allocation for staff computers is included in either the Staff Workstations or Special Purpose Spaces section of this chapter. More detailed information on technology space needs is included in Appendix 6: Technology Space Allocation.

PROPOSED STAFF TECHNOLOGY EQUIPMENT		
Library Area	Number of Computers	Other Technology Equipment
Administration		
Library Director's Office	1	1 printer
Budget Analyst's Office	1	1 printer
Administrative Manager's Office	1	1 printer
Administrative Work Area	2	2 printers
Service Desks		
Adult Reference	2	2 printers
Children's Reference	2	2 printers
Customer Service		1 printer; 2 digital systems
Teen Area	1 laptop	
Local History Room	1	1 printer
Other Offices		
Administrative Librarians A, B, C	3	3 printers
LEAP Program Manager	1	1 printer
Media Preview	1	1 printer
Reference Manager	1	1 printer
Security	1	1 printer
Other Workstations		
LEAP Classroom A	1 laptop	1 printer/FAX/scanner/copier
Computer Lab	1 laptop	
LEAP Tutoring Intake	1	
Homework Center	1 laptop	
Staff Workrooms		
Technical Services & Technology	12	12 printers; 1 copier
Children's Services	7	7 printers
Reference Services	10	10 printers; 1 copier
LEAP Literacy Services	6	6 printers; 1 copier
Outreach Services	5	5 printers
Circulation and Materials Handling	4	1 Automated Materials Handling System
Other		
Main Telecommunications Room	1	1 printer; 4 servers; 12 UPS
Public Entrances		2 inventory control systems
TOTAL	63 PCs; 4 laptops	
Space Allocation		Space allocation included in Appendices 7, 8, and 9

STAFF WORK STATIONS

The staffing level at a new Main Library will increase somewhat, with most new positions part-time to cover additional open hours and services. Operational efficiencies and technology will be utilized to free staff from repetitive tasks to interact with patrons. The new positions are technical systems support staff to maintain the many public access computers and assist patrons with using the equipment, part-time homework assistants to expand the homework help program, security staff to maintain a safe environment, additional pages to reshelve the enhanced collection that is expected to be heavily used, and part-time staff to cover expanded hours.

The Richmond Main Library staffing levels required for the proposed facility are given in the table on the following page.

Offices will be provided for the Director of Library & Cultural Services, three Administrative Librarians, the Administrative Manager, Literacy Program Director, Head of Reference and the Accountant. An office will be provided for the Audio-visual Librarian, to facilitate the previewing of media, and for the Security staff. Dedicated workstations will be provided for other fulltime staff, while part-time employees will share workstations.

The City recently established a standard for workstation size in the renovation of City Hall. Approximately 50 square feet was allocated for most workstations, with an increase to 60 sf for those reviewing plans and needing a larger work counter. For the library, the majority of the workstations will be 60 sf, due to the consistent handling of materials and the use of book trucks.

It is likely that there will be seven workrooms: Administration, Technical Services & Technology, Circulation and Materials Handling, Children's, Adult Reference, LEAP and Outreach Services. As the library is designed, it may be possible to combine some of the workrooms. Each workroom will have a shared equipment counter with supply cabinets above and below or a supply cabinet. An Automated Materials Handling System

(AMHS) will be included in the Circulation and Materials Handling Workroom. In addition to workrooms, the library will include space for other public service points. The Adult and Children's Reference Desks, Literacy Reception and the Customer Service Desk will be staffed during all open hours. The staff workstations in the Local History Room and Computer Lab are staffed during designated times.

A Mobile Reference Desk will be provided in the Teen Area, staffed during peak service hours. An Information/Greeter Desk near the entrance will be staffed as needed. The homework helpers will have workstations in the Children's Workroom.

The distribution of staff workstations will be affected by the number of stories designed for this library, and will be evaluated during the design phase. The table at right indicates the normal number of staff work stations that will be required.

The space allocated for these workstations is detailed in Appendix 7: Staff Workstation Space Allocation. Space allocation for staff workstations for the Local History Room, Literacy and the Computer Lab are assigned to the Special Purpose Spaces section of this chapter. The total space needed for staff workstations is 6,817 square feet. Workstation allocations include the footprint of the staff furniture and the circulation space around it.

RICHMOND MAIN LIBRARY STAFFING		
	Current Staffing	Proposed Staffing / Workstations
Library Director	1	1
Executive Secretary II	1	1
Office Aide	1 PT	1 PT
Budget Analyst (shared with Recreation)	1	1
Administrative Manager (shared with Recreation)	1	1
Administrative Librarian-Adult & Access Services	1	1
Technical Systems Support		2 (new)
Librarian (Cat)	1 + 1 PPT	1 + 1PPT
Library Assistant II	3 + 2PPT	3 + 2PPT
Access Services -Circulation		
<i>Access Services Manager</i>	1	1
<i>Sr. Library Assistant</i>	1	1
<i>Library Asst. IHLL</i>	1	1 + 1PPT (new)
<i>Library Aide - Public Services Supp.</i>	2 PPT	2 PPT
<i>Library Aide</i>	2 PT	3 PT (1 new)
Access Services-Acquisitions		
<i>Access Services Manager</i>	1	1
<i>Library Asst. II</i>	2	2
<i>Library Page</i>	5 PT	6 PT (1 new)
Head of Reference	1	1
Librarians I/ II – Documents, Programming, Teens, Audiovisual, local history, eresources	7	7
<i>Library Asst. II</i>	1	1
<i>Library Page</i>	1 PT	4 PT (3 new)
<i>Public Support Services</i>	As needed	As needed

(continued)	Current Staffing	Proposed Staffing / Workstations
Administrative Librarian - Children's Services	Children's & Extension Services 1	Children's Services 1
Children's Services		
<i>Office Assistant II</i>	1 PPT	1 PPT
<i>Librarian I/II (includes Branch Support Ch. Lib.)</i>	2 + 1 PPT	2 + 2 PT (1 new)
<i>Library Assistant II</i>	1	1
<i>Sr. Library Asst.</i>	1	1
<i>Library Aide</i>	2 PT	3 PT (1 new)
<i>Library Information Systems Support</i>	1	1
<i>Homework Helpers</i>		3 PT (new)
<i>Library Page</i>	2 PT	3 PT (1 new)
Administrative Librarian - Outreach Services		1 (new)
<i>Librarian I/II</i>	1	1
<i>Library Aide</i>	1 PPT	1 PPT
<i>Driver</i>	1	1
Literacy Program Manager	1	1
<i>Family Literacy Specialist</i>	1	1
<i>Tutor/Learner Coordinator</i>	2	2
<i>Learning Center Manager</i>	1	1
<i>Office Assistant</i>	1	1
<i>Receptionist</i>	1	1
Other		
<i>Security Staff</i>	1	1 plus 1 PT (new)
Total	40 FT 8 PPT 13 PT	43 FT 10 PPT 24 PT

7.18 | RICHMOND PUBLIC LIBRARY | NEEDS ASSESSMENT

STAFF WORKSTATIONS	
Library Area	Workstations
Administration	5 (includes 3 offices)
Service Desks	
Adult Reference	2
Children's Reference	2
Greeter/Information	1
Customer Service	2
Teen Services	1
Local History	1
Offices	
Administrative Librarians (3)	3
Reference	1
LEAP Program Manager	1
Media Preview	1
Security	1
Other Workstations	
LEAP Classroom A	1
Computer Lab	1
LEAP Reception Area	2
Homework Center	1
LEAP Tutoring Intake Room	1
Main Telecommunications Room	1
Custodian's Closet	1
Staff Workrooms	
Technical Services & Technology	12
Children's Services	7
Reference Services	10
LEAP Literacy Services	6
Outreach Services	5
Circulation and Materials Handling	4
TOTAL	72
	6,817 SF

MEETING/PROGRAMMING ROOM REQUIREMENTS

Survey respondents ranked the need for Public Meeting Rooms #9, and the desire for Programming Space #19 when prioritizing the qualities or spaces in a new library. However, Children’s Reading Programs was ranked within the top five services for all but one age group and Teen Programs ranked in the top 5 for respondents ages 10-24. These programs all require programming space.

In addition, community leaders all identified meeting space as a necessary community asset. The new library is expected to be adjacent to the Civic Center, where the City’s Auditorium and its meeting rooms are located.

The meeting rooms in the library will supplement rather than duplicate Auditorium resources. The Auditorium rooms, of which there are many that can be configured in different ways to accommodate small or large groups, will continue to provide space for those organizations and events that can afford the rental fees. The fees range from \$45 to \$300 per hour with a four-hour minimum. The library’s rooms will be used for library programs and for non-profit civic organizations and groups.

Three meeting/programming spaces of different sizes are recommended: a large auditorium with a stage and movable seating for 200 that can be divided into two smaller rooms; a room seating 80 that can be divided; and a Conference Room seating 12. These will meet the needs of small and medium-sized community groups and provide space for the large programs for children, teens and adults that the library will sponsor or co-sponsor with other community organizations.

All rooms will be equipped with audiovisual and data transmission capability. The two larger rooms will be accessible when the library is closed. Storage and a Kitchenette should be provided.

The total space allocation for meeting rooms and their ancillary spaces is 4,963 Square Feet. (See the table below for a complete listing.) The rooms and their space requirements, with space conversion factors are included in Appendix 8: Meeting Room Space Allocation.

MEETING/PROGRAMMING SPACE	
Room	Square Feet
Auditorium	2,975
Auditorium Storage	326
Community Room	1,018
Community Room Storage	92
Kitchenette	264
Conference Room	288
Total	4,963 SF

SPECIAL PURPOSE SPACES

There are a number of special purpose spaces proposed for the Richmond Main Library. These include spaces identified as priorities by either survey respondents and/or those interviewed, staff services and storage rooms. Details for each space are shown in Appendix 9.

Part I: Public Spaces

Homework Center

Homework Help was the service most frequently selected by survey respondents as a priority. There seems to be an insatiable demand for this service, attributable in part to the schools needing support and the fact that so many parents cannot help their children with their studies because of language or educational limitations.

To optimize the use of the meeting room spaces, the Auditorium, which is not used at all times for large programs and is dividable, will share its space with the Homework Center, which is needed only after school during the week and perhaps for part of the day on Saturday. This allows the other half of the Auditorium to be used for library programs or community meetings during Homework Center hours, and the entire space at all other times. The Auditorium will, therefore, have a counter with cabinets below for supplies, and low shelving along the back wall for the homework collection. The Homework Helpers will use this counter for their laptop. Ten laptops will also be available for this group of students. The space allocation for the Homework Center is included in the Auditorium/Homework Center space allocation for Meeting Rooms.

Computer Lab

Computer training was one of the top three priority services identified by residents responding to the survey. Training is needed for seniors, adults returning to school, those wanting to improve work skills, and for students needing information literacy instruction. A Computer Lab with 32 computers is recommended, enough to hold an entire upper elementary class.

This room should be equipped with a data projector and screen, as well as printers and an instructor's station. Since the room will not always be in use for training, it should be adjacent to other technology stations in the adult area, so that it can be opened for general patron use. This room can also be used for data and audiovisual presentations and for computer training classes for City employees and for professional development for library staff.

Children's Multipurpose Room

This room will be the site for many children's, teen and LEAP programs. The City's focus on reducing violence identifies after-school activities as an important strategy for the library. Children and teens can use the area for crafts activities. The literacy program will use this area for Families for Literacy programs that require both seating for parents and a play area for children. It should be accessible from both the Literacy and Children's Areas, and should include craft counters with cabinets above and below for supplies (and toys), a carpeted area for children to sit, a small kitchenette for programs requiring refreshments, and a sink for cleaning up after crafts activities.

Literacy - Literacy for Every Adult Program (LEAP)

Early and basic literacy is one of the primary roles of the library identified by both the Advisory Committee and library staff during role setting workshops. It ranked 7th in the survey results, perhaps because those most in need of literacy and ESL services would be least likely to be reached in great numbers by a survey.

LEAP provides basic literacy tutoring, life skill and GED preparation classes, ESL instruction, and a Families for Literacy program. It is proactive with the homeless and unemployed in the area. While literacy should be a theme throughout the new library, LEAP also needs dedicated space for its students. LEAP acts as a gateway for new readers and English language learners to the fuller resources of the whole library. Adjacent to the Children's Area to support the Families for Literacy Program, it should have an entrance from the outside, since its hours do not coincide with the library's.

In addition to staff workstations identified in Appendix 7 and patron seating (in the reception area, small classrooms, intake room and tutoring rooms) identified in Appendix 5, LEAP needs a room that can seat 24 for large classes, group tutoring and computer training. This room will also include 12 sections of shelving for instructional resources for adults and families.

An area for Families for literacy programs is needed and should include a play area for children as well as seating for their parents. The Multipurpose Room described above will work well for this, and can be shared with the Children's Area. Toys can be secured in cabinets under the craft counters. The kitchenette for programs involving food will be in this room.

A Children's Play Room will provide an area for children to play, study, use a computer or read while their parents are being tutored.

Local History Room

It is an expectation of both the City Council and other City departments that the library will maintain a collection related to Richmond's history. The materials of the local history collection are in many formats, and much of the material is uncataloged; a card file is necessary. The cataloged collection shelving has been included in the Appendix 4: Shelving Space Allocation; the shelving for uncataloged collections is included in Appendix 9: Special Purpose Space Allocation. Vertical files, a map case, reader tables, and an exhibit case are included in this room. This will be a controlled space, with a workstation for times it is staffed.

Community Information Center

Community Information was one of the two top priority "materials" identified by survey respondents. This takes the form of information about the City and its history, information about services available in the Richmond area for residents and current information about what is happening in the Richmond community. It is recommended that all of this information be concentrated in or near the Local History Room, which will also include a computer with access to the County's database on social services, and a display case for community flyers.

Government Documents Area

The Richmond Library is a 9% partial depository for United States government documents, many of which are uncataloged and shelved according to their "SuDoc" numbers assigned by the U.S. Superintendent of Documents. The documents should be in open shelving to make them more accessible to patrons. This shelving will be located in the Reference Area; a computer nearby will facilitate access to additional documents in electronic format, the on-line index to federal documents, and can accommodate documents in CD-ROM format.

Café

Most Council members and community leaders want a café in the new library. About 34% of survey respondents selected this "quality" to emphasize in a new library. The Civic Center has very little in the way of retail, and a café, anticipated to be a vendor-operated function, would serve the entire Civic Center. If retail is brought into the Civic Center, this plan may be amended. In any case, some level of café is needed at least to provide an opportunity for healthy refreshments for the many students who come to the library directly from school and stay until picked up by parents after work. Service providers to the Asian population recommended including Asian snacks.

If the new library were located adjacent to its current site, a café that spills out into a plaza connecting the new and old buildings, complete with gardens, would be a welcome amenity. The café should have an exterior entrance, so that it can be open even when the library is closed. The configuration of this space will await the finalization of the Civic Center plans, so the space allocated is a placeholder. For now it includes a storage room, refrigerator, food preparation counter and sinks, service counter and seating for 18, both table and booth-style.

Exhibit Space

There is desire for art to be exhibited throughout the library for educational, artistic and cultural purposes. A large built-in display cabinet will be in the Lobby Area, with smaller ones in the Children's, Teen, Adult and Languages areas. The smaller size of these four cabinets will reduce the time needed to prepare displays, while providing opportunities for "discovery" as patrons move around the library. A freestanding display case will be included in the Richmond History Room to promote the Museum and the new National Park, as well as for display of realia. It was the preference of the Advisory Committee and the Manager of the City's art programs that there be several exhibits rather than a single large space, which is already provided at the Art Center.

Because the built-in wall display cases do not occupy any footprint, they are not included in the space allocation below. They should be considered in the Building Program, however.

Friends' Book Storage & Workroom and Friends Sale Area

The Friends of the Richmond Public Library generate funds for library materials and programs through the sale of donated books. The group recently determined to discontinue its large annual sale and concentrate on the ongoing in-library sale. To increase its fundraising capacity, the group needs to solicit good new used books and display them in a very visible place. The group will not be able to staff a more extensive bookstore or include other merchandise; they do not have the volunteer help.

A work table for sorting donated materials, a book truck for transporting them to the sale area, shelves for separating materials into categories and a large recycle bin for items to be discarded will be sufficient. If the Friends determine in the future to resume their annual book sale, they can use the Auditorium.

Administrative Reception Area

This reception area provides seating for those waiting to meet with the Director of Library & Cultural Services or other administrative staff. A service counter separates it from the Administrative Workroom.

Self Service Area

One of the goals of the new library is to utilize modern technology to increase efficiency and improve service. Self-check machines allow patrons to use the library independently. Three stations are provided near the exit and the Customer Service Desk to facilitate self-checkouts and returns. Additional stations will be located in the Children's Library and Media Room.

Copy/Print Centers-Floor 1 and 2

There will be two copy/print centers - one in the Children's Library and one in the Adult or Reference Area. Each will have a photocopy machine, a preparation counter and a technology counter for networked computers in the area. The centers will be close to the service desks, to provide assistance and monitor use of the printing function. The general public access computers will send printing jobs to these stations. Print release stations will allow patrons to retrieve computer print-outs in these locations.

Part 2: Non-Public Spaces

The remaining special service spaces are required for staff support and necessary services not included in the survey.

Staff Lounge

This is a place for staff members to take meals and breaks during their workday. It includes a quiet seating area as well as an area for viewing television. Staff lockers are located here. Café tables seat 20 at one time.

Staff Kitchen

Staff can prepare meals in this kitchen equipped with a full size refrigerator, oven and stove top, microwave, sink and food preparation counters with supply cabinets above and below.

Staff Sick Bay

This small area provides a sofa and lounge chair for any staff member who is taken ill.

Staff / Delivery Entrance

Staff and delivery persons will have a separate entrance from the public. The delivery area should be adjacent to the Technical Services and Technology Workroom, since this staff will handle most of the deliveries. The door should be doublewide to accommodate large deliveries, and it should be at ground level. A delivery counter with supply cabinets below should be near this entrance.

Main Telecommunications Room

This room includes the equipment for computers, networking, paging, security and phone systems. The equipment will be specified during the design phase.

Bookmobile/Van Garage (Optional, not included in the space allocation that follows)

The current bookmobile is an International 3800 D466, with a height of 11' and length of approximately 35'. Bookmobile service is valued by the community for its outreach to remote schools. Expanding this service from four to six days is recommended in the 197 Strategies for Violence Reduction. A garage for the bookmobile must include storage for vehicle supplies as well as ample staging area for loading and unloading materials each day in preparation for the next day's stops.

Community members stressed the importance of reaching out to the segments of the community that do not yet come to the library. It is recommended that a van be purchased for the library, for use in visiting preschools for story times, participating in community events, and reaching areas of the city that the bookmobile cannot.

A garage of approximately 500 sf would provide storage space and parking space for the bookmobile, as well as necessary circulation space. A minimum of an additional 200 sf is needed for a van, unless secure dedicated parking can be provided in the parking structure proposed for the Civic Center.

Part 3: Storage Rooms

Adequate storage is needed throughout the library for efficient workflow, tidiness, health and safety, and security. Storage has already been accounted for in the Meeting Rooms, Reception Area and Literacy spaces above. The additional storage spaces are shown in the table at the right. Delivery and Technical Services storage is for security of valuable materials in process, delivered materials waiting for processing, and equipment that should be secured.

Storage for donated items and historical materials waiting for processing is needed for the Local History Room. The storage for the Children's Area needs shelving for books used in storytelling, storytelling puppets, reading program incentives, teachers' storytelling kits etc. The General Storage on the first and second floors will hold a variety of items.

SPECIAL PURPOSE SPACE ALLOCATION	
Library Area	Total Space Allocation SF
Public Areas- Part 1	
Computer Lab	925
LEAP Classroom A	315
LEAP Children's Play Room	820
Friends' Book Storage & Workroom	220
Friends' Sale Area	80
Café	707
Local History Room	875
Community Information Center	30
Government Documents Area	235
Children's Multipurpose Room	716
Administrative Reception Area	225
Self Service Area	180
Copy/Print Center-1st Floor	145
Copy/Print Center-2nd Floor	140
Subtotal	5,613
Non-Public Spaces-Part 2	
Staff Lounge	555
Staff Kitchen	191
Staff Sick Bay	70
Staff/Delivery Entrance	129
Main Telecommunications Room	138
Custodian's Closet-1st Floor	212
Custodian's Closet-2nd Floor	99
Subtotal	1,394
Storage Rooms-Part 3 (Excluding Meeting Rooms)	
Administrative File/Supply Room	195
LEAP	118
Delivery/Technical Services	150
Local History Room	105
Children's Services	160
Children's Multipurpose Room	188
General-1st Floor	304
General-2nd Floor	140
Subtotal	1,260
TOTAL	8,267

SUMMARY

The space allocation for each of the Special Purpose Spaces is summarized in the table at right. Detailed information about space conversions is included in Appendix 9: Special Purpose Space Allocation.

Non-Assignable Space

The non-assignable space includes utility areas required for the functioning of the building - mechanical, electrical, telecommunications and custodial rooms - as well as public lobbies, elevator(s), public and staff restrooms, interior corridors and circulation paths, duct shafts and wall thickness.

With a two or three-story structure, space will be consumed by stairways, staff and public elevators, and stacked telecommunications rooms. The non-assignable space is estimated at 30% of the total space, or 19,502 square feet.

A New Main Library

Combining the allocations for Collection, Seating, Technology, Staff Workstations, Meeting Rooms, Special Purpose Spaces and Non-Assignable space provides an estimate of the square footage needed for a new Main Library to provide library services to the community of Richmond. The space allocations are summarized in the table at the right.

ESTIMATED SIZE OF A NEW MAIN LIBRARY FOR RICHMOND (SQ. FT.)	
Collections	16,566
Seating	6,510
Technology	2,675
Staff Workstations	6,817
Meeting Rooms	4,963
Special Service Spaces	8,267
Subtotal	45,798
Non-Assignable Space (30%)	19,502
TOTAL	65,300

Ap

APPENDICES





BIBLIOTECA PÚBLICA DE RICHMOND
ENCUESTA PARA SABER LOS SERVICIOS BIBLIOTECARIOS
DESEADOS POR LA COMUNIDAD

La Biblioteca Pública de Richmond quiere formular un plan para los servicios bibliotecarios deseados por los ciudadanos de Richmond. Por favor, ayúdanos obtener información con sus respuestas a las preguntas siguientes:

13. ¿Cuál es el código postal del domicilio?

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> 94801 | <input type="checkbox"/> 94803 | <input type="checkbox"/> 94805 |
| <input type="checkbox"/> 94802 | <input type="checkbox"/> 94804 | <input type="checkbox"/> 94806 |

14. Favor de marcar su edad.

- | | | |
|----------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> 10 a 14 | <input type="checkbox"/> 25 a 34 | <input type="checkbox"/> 55 a 59 |
| <input type="checkbox"/> 15 a 19 | <input type="checkbox"/> 35 a 44 | <input type="checkbox"/> 60 a 64 |
| <input type="checkbox"/> 20 a 24 | <input type="checkbox"/> 45 a 54 | <input type="checkbox"/> mayor 65 |

15. ¿Tiene niños / jóvenes en casa? __Sí __No

16. Favor de marcar cuantos hay por sus edades:

- | | |
|---------------|---------------|
| menos 5 ____# | 10 a 14 ____# |
| 5 a 9 ____# | 15 a 19 ____# |

17. ¿Tiene Ud. acceso a una computadora? __Sí __No

18. ¿Tiene Ud. acceso al Internet? __Sí __No

19. ¿Dónde tiene el acceso?

- | | | |
|----------------------------------------|-------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> en la casa | <input type="checkbox"/> en la universidad | <input type="checkbox"/> en la Biblioteca Pública |
| <input type="checkbox"/> en la escuela | <input type="checkbox"/> en su sitio de trabajo | <input type="checkbox"/> en otro sitio |

20. ¿Ha usado una biblioteca pública o bookmobile durante el año pasado? __Sí __No

21. ¿Con cuál frecuencia visita la biblioteca? (favor de marcar uno)

- | | | |
|----------------------------------------------------|-------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> cada día | <input type="checkbox"/> varias veces en el mes | <input type="checkbox"/> una vez cada año |
| <input type="checkbox"/> varias veces en la semana | <input type="checkbox"/> cada mes | <input type="checkbox"/> otro _____ |
| <input type="checkbox"/> cada semana | <input type="checkbox"/> varias veces en el año | |

22. ¿Cuál de las bibliotecas o bookmobiles ha usado en el año pasado?

- Biblioteca de Richmond Central
 Otros. Favor de escribir cuales. _____

23. Si Ud. no usa una biblioteca con mucha frecuencia, por favor marque las razones (todos aplicables)

- | | |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> No hay tiempo | <input type="checkbox"/> No hay transportación / la ubicación no me conviene |
| <input type="checkbox"/> La biblioteca no tienen lo que necesito | <input type="checkbox"/> No hay biblioteca cerca de donde vivo |
| <input type="checkbox"/> El horario no me conviene | <input type="checkbox"/> No se que me puede ofrecer / no se cuales son los servicios de la biblioteca pública |
| <input type="checkbox"/> Uso la computadora en casa | <input type="checkbox"/> Otra razón _____ |
| <input type="checkbox"/> Compró mis libros | |

24. Normalmente, ¿cómo va a la biblioteca? (favor de marcar solo uno)

- | | | |
|---------------------------------------|-------------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> de pie | <input type="checkbox"/> por automóvil / camión | <input type="checkbox"/> por taxi |
| <input type="checkbox"/> en bicicleta | <input type="checkbox"/> por autobús (pública) | <input type="checkbox"/> Otra manera _____ |

13. Si Ud. usa la biblioteca, ¿para que la usa? (Favor de marcar cada respuesta aplicable)

- | | | |
|--------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Novelas populares actual | <input type="checkbox"/> Sacar libros en CD o cassette | <input type="checkbox"/> Sacar CDs de música |
| <input type="checkbox"/> Sacar (tomar prestado) libros | <input type="checkbox"/> Sacar videos/DVDs | <input type="checkbox"/> Mirar revistas / periodicos |

- | | | |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Usar la computadora /email | <input type="checkbox"/> Ayuda con leer en inglés | <input type="checkbox"/> Publicaciones del gobierno |
| <input type="checkbox"/> Usar el internet | <input type="checkbox"/> Reuniones en una sala pública | <input type="checkbox"/> La tienda de los Amigos de la Biblioteca / Friends of Library store |
| <input type="checkbox"/> Usar materias electronicas | <input type="checkbox"/> Para encontrarse con amigos | <input type="checkbox"/> Libros para jóvenes / adolescentes |
| <input type="checkbox"/> Información/Consulta/Referencia | <input type="checkbox"/> Consulta o información de comercio/ Business reference | <input type="checkbox"/> Leer materias en español |
| <input type="checkbox"/> Materias imprimidos con letra grande (large print) | <input type="checkbox"/> Materias en idiomas no inglés | <input type="checkbox"/> Materias audiovisuales para niños |
| <input type="checkbox"/> Leer | <input type="checkbox"/> Programas para niños | <input type="checkbox"/> Funciones culturales, informativos o especiales |
| <input type="checkbox"/> Trabajar con materias que traigo a la biblioteca | <input type="checkbox"/> Libros para niños | <input type="checkbox"/> Asistir a un seminario / reunión con un profesor |
| <input type="checkbox"/> Hacer tareas | <input type="checkbox"/> Programas para jóvenes / teenagers | |
| <input type="checkbox"/> Asistir a programas | <input type="checkbox"/> Para obtener formas para declaración de impuestos / Tax forms | |
| <input type="checkbox"/> Soy tutor o estudio con tutor | | |

14. ¿Cuál materias deben de tener lo mas importancia en la Biblioteca de Richmond Library? (Favor de marcar hasta 8 respuestas)

- | | | |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Educación para adultos | <input type="checkbox"/> Libros para niños | <input type="checkbox"/> Materias de consulta |
| <input type="checkbox"/> Ficción para adultos | <input type="checkbox"/> Información sobre la comunidad | <input type="checkbox"/> Materias escolar grados K-12 |
| <input type="checkbox"/> No-ficción para adultos | <input type="checkbox"/> Información para poder comprar mejor | <input type="checkbox"/> Mejoramiento de si mismo |
| <input type="checkbox"/> Libros en audio (CD o cassette) | <input type="checkbox"/> DVDs | <input type="checkbox"/> Materias para Personas con necesidades especiales y diferentement capacitados |
| <input type="checkbox"/> Información para negocios | <input type="checkbox"/> Materias infantiles (de bebé) | <input type="checkbox"/> Libros para adolescentes |
| <input type="checkbox"/> Materias para buscar trabajo o mejorar sus posibilidades profesionales / carrera | <input type="checkbox"/> Materias en letra grande | <input type="checkbox"/> Materias de idiomas no inglés |
| <input type="checkbox"/> CDs | <input type="checkbox"/> Historia local | <input type="checkbox"/> Recursos para aprender inglés |
| <input type="checkbox"/> Materias audiovisuales para niños (DVD, CDs) | <input type="checkbox"/> Revistas | Otra: _____ |
| | <input type="checkbox"/> Libros Nuevos / Actuales | |
| | <input type="checkbox"/> No-ficción para adultos | |
| | <input type="checkbox"/> Pre-escolar (de 3 – 5 años) | |

15. ¿Cuál idiomas usa Ud.? _____ Español _____ Inglés Otro: _____

16. ¿Cuáles servicios de la Biblioteca Pública de Richmond son (o deben de ser) los mas importantes en su opinión? (Favor de marcar hasta 8 respuestas)

- | | | |
|-------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Educación secundaria para adultos | <input type="checkbox"/> Mejorar sus habilidades profesionales | <input type="checkbox"/> Historia local / de la comunidad |
| <input type="checkbox"/> Programas de arte | <input type="checkbox"/> Programas culturales | <input type="checkbox"/> Hora de cuentos para niños 3-5 |
| <input type="checkbox"/> Hora de cuentos para bebé | <input type="checkbox"/> Aprender inglés | <input type="checkbox"/> Acceso a computadoras |
| <input type="checkbox"/> Ayuda / aprender a leer -adultos | <input type="checkbox"/> Programas de entretenimiento | <input type="checkbox"/> Consulta / información |
| <input type="checkbox"/> Club de libros-discusión de libros | <input type="checkbox"/> Genealogía – historia de familia | <input type="checkbox"/> Programas para adolescentes |
| <input type="checkbox"/> Programas de leer con niños | <input type="checkbox"/> Ayuda con las tareas | <input type="checkbox"/> Programas de (favor de notar): _____ |
| <input type="checkbox"/> Aprender a usar la computadora | | |

17. ¿Cuáles son las cosas mas importantes que la Biblioteca de Richmond puede ofrecerle? (marcar 8)

- | | |
|-----------------------------------------------------------|------------------------------------------|
| <input type="checkbox"/> Exhibiciones de arte | <input type="checkbox"/> Acceso wireless |
| <input type="checkbox"/> Sitios/areas para relajar y leer | |
| <input type="checkbox"/> Tienda o Café con refrescos | |
| <input type="checkbox"/> Centro para buscar trabajo | |
| <input type="checkbox"/> Sala de Niños | |
| <input type="checkbox"/> Sillas cómodos | |
| <input type="checkbox"/> Sitio para exhibiciones | |
| <input type="checkbox"/> Sala para grupos | |
| <input type="checkbox"/> Centro de ayuda con las tareas | |
| <input type="checkbox"/> Sitio para estudiar solo | |
| <input type="checkbox"/> Sitios para Internet | |
| <input type="checkbox"/> Historia del Area Local | |
| <input type="checkbox"/> Sitios para estudiar en grupo | |
| <input type="checkbox"/> Sala para programas | |
| <input type="checkbox"/> Sala para reuniones | |
| <input type="checkbox"/> Sitio sin ruido | |
| <input type="checkbox"/> Mesas para estudio | |
| <input type="checkbox"/> Centro de tecnologia | |
| <input type="checkbox"/> Librería de libros usados | |

APPENDIX 2: LIBRARY SURVEY RESULTS

Richmond Public Library Community Library Needs Assessment Survey Results

Executive Summary

The Richmond Public Community Library Needs Assessment survey received an overwhelming 1,100 responses. Of these, 720 were paper and 380 were submitted using a link to an electronic version. A Spanish language version received 75 responses.

Responses were segmented into nine age groups, with the response rate roughly paralleling the area's demographics. Zip code responses show a good geographic distribution of respondents. 72% of respondents have used a library in the past year and those who do use the library do so with great frequency. Non-users cite using computers at home, buying own books, not enough time, and inconvenient hours. A majority of respondents use the Richmond Main Library (79%). Other libraries used by respondents include San Pablo, El Cerrito and El Sobrante Branches of Contra Costa County; Berkeley and Oakland Main and Branches, and Albany Public Library.

Borrowing books is a current activity for 72% of respondents. Other current uses include borrowing DVDs, reference assistance, computer use, borrowing children's books and best sellers. Borrowing books was number one for all age groups.

The highest rated "materials to emphasize" was children's books, selected by 49% of respondents; followed by community information and bestsellers each with 41% of the responses. Career guidance and job hunting materials were rated fourth overall.

Children's service and computer access were ranked the highest of "services to emphasize" in the new library. Homework programs, which was ranked first overall, was number one for four of nine age groups and in the top five for seven of nine. Children's reading programs was rated number one by four of nine age groups and was in the top five choices for eight of nine age groups.

The top facility requirements were Children's Area and Homework Center, followed by Quiet Areas and Internet Stations. Children's Area was rated number one by five of nine age groups and in the top three for eight of nine groups. Homework Center was in the top four for all age groups, followed by Internet Access in the top five for seven age groups. Quiet Areas and Comfortable Seating were also selected by eight of nine and six of nine groups respectively.

Residents of the Richmond Public Library service area are united in their desire for library services for children. Services, collections, and spaces focused on educational support and life enrichment rather than on the library's leisure and entertainment roles. Homework support tops all of the lists and Career guidance and Community Information are in the top requested materials and services. These responses point to a library that is seen as a valuable asset to residents in developing their potential and supporting their personal goals. Technology and Internet access are ranked higher by this survey group than typical due to a lower percentage of respondents with access to computers at home. Additional comments focus on re-opening the branches, increasing hours, and improving the comfort of the library. The results of this survey are loud and clear. This is a community that cares deeply about its children and the future success of its residents.

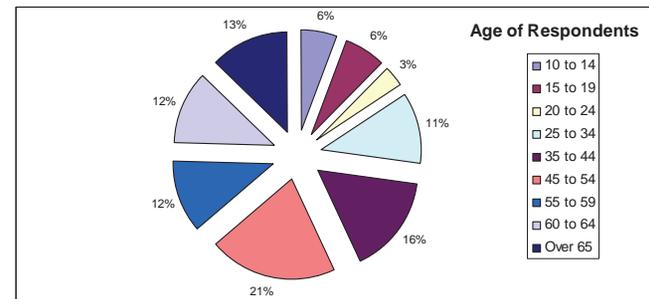
Survey Results

As part of the Community Library Needs Assessment for the Richmond Public Library, a survey was conducted of residents of the library service area. A total of 1,100 valid responses were received to the survey, which was made available both on-line and in paper formats. The survey was posted and distributed from January 28, 2007 through April 15, 2007. 720 of the responses were paper and 380 were submitted on-line through links made available on a variety of websites. Paper copies were distributed at the library, focus groups held by the planning consultants and at various community organizations including Senior Centers, the Neighborhood Coordinating Council, LEAP, church groups, Familias Unidas, and the Multilingual District Advisory Committee. Electronic responses and tabulations were completed using the Survey Monkey® website. A Spanish language version received 75 responses. In addition to the responses to user profile questions and multiple choice library use and opinion questions, an additional 197 written comments were received. A summary of comments and samples are compiled at the end of this document.

Respondent Profile

Survey respondents represented a good cross section of age groups closely matching the demographics of the community.

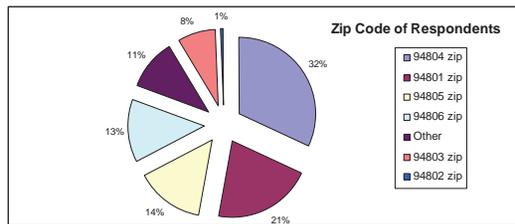
Age Group	% of Pop.	% of Responses
10 to 14	7%	6%
15 to 19	7%	6%
20 to 24	7%	3%
25 to 34	15%	11%
35 to 44	13%	16%
45 to 54	13%	21%
55 to 59	8%	12%
60 to 64	4%	12%
Over 65	11%	13%



Only 39% of respondents report having children living at home, compared to 44% of households citywide. The average number of children reported was 1.8 with the highest representation in the 10 to 14 year old age group.

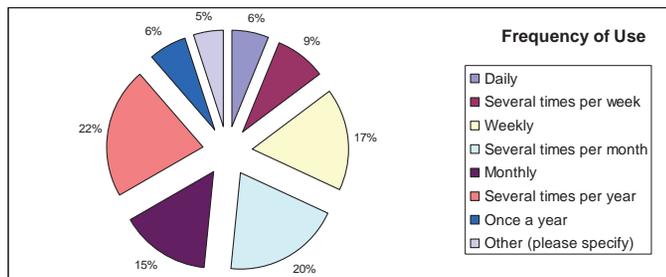
Over 87% of respondents report having access to a computer and 86% have access to the Internet. 87% report having Internet access at home; 49% at work; 25% at the public library and 22% at school. 249 respondents indicated that they use the library's public computers; of these 70.7% or 176 respondents also have access to a computer at home.

Half of the respondents were from the 94801 and 94804 zip codes with good representation from 94805 and 94806 as well.

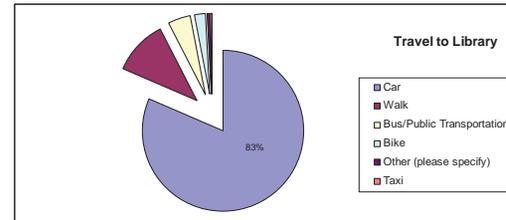


Current Library Use

Respondents represented frequent library users, with 71% having used a library in the past year and more than 25% typically using the library two or more times a month. A total of 52% of the respondents report using a library several times a month or more frequently.



Over 82% of library customers arrive by automobile. Next highest was 11% of respondents who walk to the library. Public transportation (4%) and bicycle (2%) both received measurable responses.



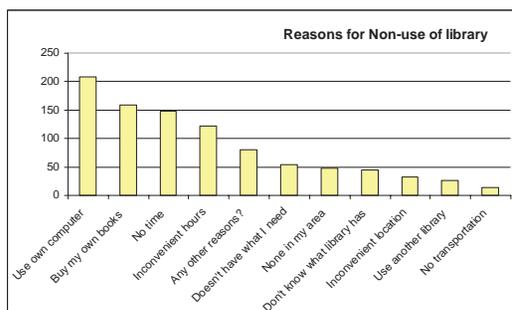
Library customers reported using a number of libraries with the most commonly cited response being the Richmond Public Library, which was noted by 710 respondents or 78% of the respondents to this question. In the "other category" several Contra Costa County Public Library branches were noted as well as Berkeley Main and Berkeley Branches.

Library	Respondents	% of Respondents
Richmond Main Library	710	79%
Other	206	23%
El Cerrito Branch Library (Contra Costa County)	115	13%
Berkeley Public Main Library	96	11%
El Sobrante Branch Library (Contra Costa County)	74	8%
Albany Library	70	8%
San Pablo Branch Library (Contra Costa County)	64	7%
Berkeley Public Branch Library	43	5%
Oakland Public Main Library	31	3%
Oakland Public Branch Library	15	2%

The 206 "others" included:

- | | |
|----------------------|-------------------|
| Fairfield | Kensington (++++) |
| Hercules | Pinole (++++) |
| Orinda | Pleasant Hill |
| Benicia | UC Berkeley |
| San Bruno | Martinez |
| Berkeley | Diablo Valley |
| San Francisco | Lafayette |
| Novato | San Rafael |
| Alameda(++++) | Pittsburg |
| Barnes and Noble (!) | Vallejo |

Non-library users cited a variety of reasons, but most prevalent was "use my computer at home" with 208 responses.



Reasons for non-used cited by 512 respondents

The question, “Why do you use the library?” was answered by 962 respondents who made multiple selections from a list of available library services. The top ranked selected for all age groups is below. The #1 response, Borrow Books, was also the #1 response for all nine age groups.

Current Use All Age Groups	# Respondents	% of Respondents
Borrow Books	696	72%
Borrow DVDs or Videos	393	41%
Reference Assistance	290	30%
Library Computers/E-mail/Internet	242	25%
Children's Books	239	25%
Best sellers & Popular Materials	233	24%
Sit and Read	224	23%
Browse Magazines	217	23%
Borrow Audio Books	179	19%
Borrow Music CDs	168	17%
Tax forms	160	17%
Do Homework	157	16%
Other (please specify)	154	16%
Children's Programs	140	15%
Friends of Library Bookstore	110	11%
Government (public access) documents	106	11%
Teen Books	100	10%

Current Use: 10 to 14 years old ¹	# Respondents	% Respondents
Borrow Books	42	75%
Use Library Computers/E-mail/Internet	28	50%
Do Homework	25	45%
Borrow DVDs or Videos	22	39%
Sit and Read	19	34%

¹ Surveys completed by parents with young children

Browse Magazines	14	25%
Teen Books	13	23%
Borrow Audio Books	11	20%
Borrow Music CDs	11	20%
Children's Books	11	20%

Current Use: 15 to 19 years old	# Respondents	% Respondents
Borrow Books	33	52%
Do Homework	29	45%
Use Library Computers/E-mail/Internet	27	42%
Sit and Read	18	28%
Meet Friends	14	22%
Borrow DVDs or Videos	13	20%
Meet with Tutor / Provide Tutoring	13	20%
Teen Books	12	19%
Reference Assistance	11	17%
Borrow Music CDs	10	16%

Current Use: 19 to 24 years old	# Respondents	% Respondents
Borrow Books	21	70%
Use Library Computers/E-mail/Internet	14	47%
Borrow DVDs or Videos	12	40%
Children's Books	10	33%
Browse Magazines	8	27%
Do Homework	8	27%
Children's Programs	7	23%
Best sellers & Popular Materials	6	20%
Borrow Audio Books	6	20%
Borrow Music CDs	6	20%

Current Use: 25 to 34 years old	# Respondents	% Respondents
Borrow Books	79	74%
Children's Books	53	50%
Borrow DVDs or Videos	45	42%
Use Library Computers/E-mail/Internet	37	35%
Sit and Read	36	34%
Children's Programs	28	26%
Browse Magazines	27	25%
Reference Assistance	25	23%
Best sellers & Popular Materials	23	21%
Do Homework	22	21%

Current Use: 35 to 44 years old	# Respondents	% Respondents
Borrow Books	111	72%
Borrow DVDs or Videos	84	55%
Children's Books	65	42%
Use Library Computers/E-mail/Internet	46	30%
Children's Programs	44	29%
Reference Assistance	39	25%
Borrow Music CDs	36	23%

Sit and Read	34	22%
Best sellers & Popular Materials	33	21%
Tax forms	32	21%

Current Use: 45 to 54 years old	# Respondents	% Respondents
Borrow Books	147	74%
Reference Assistance	87	44%
Borrow DVDs or Videos	74	37%
Best sellers & Popular Materials	50	25%
Sit and Read	49	25%
Browse Magazines	48	24%
Children's Books	47	24%
Tax forms	45	23%
Use Library Computers/E-mail/Internet	42	21%
Borrow Audio Books	40	20%

Current Use: 55 to 60 years old	# Respondents	% Respondents
Borrow Books	91	81%
Borrow DVDs or Videos	49	44%
Reference Assistance	40	36%
Browse Magazines	33	29%
Best sellers & Popular Materials	32	29%
Borrow Audio Books	24	21%
Borrow Music CDs	20	18%
Other (please specify)	19	17%
Community Room Program	18	16%
Children's Books	18	16%

Current Use: 60 to 64 years old	# Respondents	% Respondents
Borrow Books	77	71%
Borrow DVDs or Videos	48	44%
Best sellers & Popular Materials	37	34%
Reference Assistance	35	32%
Borrow Audio Books	28	26%
Browse Magazines	28	26%
Sit and Read	28	26%
Friends of Library Bookstore	25	23%
Borrow Music CDs	21	19%
Tax forms	20	19%

Current Use: Over 65 years old	# Respondents	% Respondents
Borrow Books	83	74%
Borrow DVDs or Videos	40	36%
Reference Assistance	36	32%
Best sellers & Popular Materials	28	25%
Tax forms	22	20%
Browse Magazines	19	17%
Other (please specify)	19	17%
Government (public access) dos	18	16%
Sit and Read	17	15%
Friends of Library Bookstore	17	15%

Future Directions

“What materials do you think should be emphasized at the Richmond Public Library?”

This question received 971 responses. Several respondents noted how difficult it was to narrow their selections to eight items. The purpose of this was not to eliminate services receiving fewer votes, but to identify those selections to emphasize where limited funding, space and personnel do not permit all services to be delivered with the highest level of excellence.

Materials to Emphasize: All Ages	# Respondents	% Respondents
Children's books	483	50%
Community information	394	41%
New books & bestsellers	393	40%
Career guidance / Job hunting	371	38%
School curriculum support	361	37%
Adult non-fiction	348	36%
Adult fiction	342	35%
Reference	328	34%
Adult Basic Education	317	33%
Teen books	292	30%
DVDs	292	30%
Local history	289	30%
Magazines	234	24%
Consumer information	233	24%
Audio books	229	24%
Children's audiovisual	224	23%
Business information	219	23%
Pre-school collections	211	22%
Early Childhood	199	20%
Self-help collections	199	20%
CDs	189	19%
Large Print	173	18%
World Language materials	173	18%
Special needs	154	16%
Other (please specify)	91	9%
Parenting	90	9%

The top choice, Children's Books, was ranked in the top five by eight of nine age groups. Both Career Guidance and Community information are in the top five for five of nine groups. New books is in the top five for five of nine groups and Reference, Adult Education, and Adult Non-Fiction are in the top five for three of nine age groups. Although School Curriculum support is in the top five for only two of nine groups, it is in the top five overall. This selected ranked consistently at number six or seven for seven of nine age groups. Although the order varied, the groups over age 55, consistently ranked Children's books, Adult non-fiction, and Adult Fiction in the top three selections.

Age Group	#1 Rank	#2 Rank	#3 Rank	#4 Rank	#5 Rank
10 - 14	Teen Books	New Books	CDs	Magazines	Children's Books
15 - 19	Teen Books	Adult Education	New Books	Career Guidance	Magazines
20 - 24	Children's Books	Career Guidance	Preschool Collections	DVD	Children's Audio-visual
25 - 34	Children's Books	Career Guidance	Community Information	School Curriculum	Adult Education
35 - 44	Children's Books	Community Information	School Curriculum	Career Guidance	Adult Education
45 - 54	Children's Books	Community Information	Career Guidance	Reference	New books
55 - 59	Children's Books	Adult Non-fiction	Adult Fiction	Reference	New books
60 - 64	Adult Non-fiction	Children's Books	Adult Fiction	New books	Community Information
Over 65	Adult Fiction	Adult Non-fiction	Children's Books	Community Information	Reference

Materials to Emphasize: Top Ranked by Age Group

Materials to Emphasize Segmented by Age Group

Materials to Emphasize: 10 - 14 years old	# Respondents	% Respondents
Teen books	34	63%
New books & bestsellers	29	54%
CDs	27	50%
Magazines	25	46%
Children's books	24	44%
DVDs	23	43%
School curriculum support	17	31%
Career guidance / Job hunting	16	30%
Early Childhood	15	28%
Pre-school collections	13	24%

Materials to Emphasize: 15 - 19 years old	# Respondents	% Respondents
Teen books	31	47%
Adult Basic Education	23	35%
New books & bestsellers	22	33%
Career guidance / Job hunting	22	33%
Magazines	21	32%
CDs	20	30%
DVDs	19	29%
World Language materials	19	29%
Adult fiction	17	26%
Adult non-fiction	16	24%

Materials to Emphasize: 20 - 24 years old	# Respondents	% Respondents
Children's books	16	50%
Career guidance / Job hunting	15	47%
Pre-school collections	12	38%
DVDs	12	38%
Children's audio-visual	11	34%
School curriculum support	11	34%
Teen books	11	34%
Adult Basic Education	11	34%
Community information	11	34%
Early Childhood	8	25%

Materials to Emphasize: 25 -34 years old	# Respondents	% Respondents
Children's books	62	58%
Career guidance / Job hunting	52	49%
Community information	50	47%
School curriculum support	49	46%
Adult Basic Education	45	42%
New books & bestsellers	45	42%
Early Childhood	38	36%
Pre-school collections	34	32%
Children's audiovisual	32	30%
Reference	30	28%

Materials to Emphasize: 35 -44 years old	# Respondents	% Respondents
Children's books	88	55%
Community information	73	46%
School curriculum support	63	40%
Career guidance / Job hunting	62	39%
Adult Basic Education	54	34%
New books & bestsellers	50	31%
Adult non-fiction	48	30%
Local history	48	30%
DVDs	47	30%
Children's audiovisual	46	29%

Materials to Emphasize: 45 -54 years old	# Respondents	% Respondents
Children's books	106	52%
Community information	96	48%
Career guidance / Job hunting	95	47%
Reference	94	47%
New books & bestsellers	92	46%
School curriculum support	90	45%
Adult fiction	78	39%
Adult non-fiction	76	38%
Adult Basic Education	71	35%
Local history	68	34%

Materials to Emphasize: 55 –59 years old	# Respondents	% Respondents
Children's books	61	54%
Adult non-fiction	56	50%
Adult fiction	55	49%
Reference	49	44%
New books & bestsellers	46	41%
School curriculum support	44	39%
Career guidance / Job hunting	43	38%
Community information	43	38%
Local history	37	33%
Children's books	61	54%

Materials to Emphasize: 60 - 64 years old	# Respondents	% Respondents
Adult non-fiction	54	50%
Children's books	51	47%
Adult fiction	51	47%
New books & bestsellers	50	46%
Community information	43	39%
Adult Basic Education	40	37%
DVDs	40	37%
Reference	37	34%
Career guidance / Job hunting	36	33%
Audiobooks	36	33%

Materials to Emphasize: Over 65 yrs old	# Respondents	% Respondents
Adult fiction	60	54%
Adult non-fiction	57	51%
Children's books	56	50%
Community information	49	44%
Reference	48	43%
New books & bestsellers	47	42%
Local history	41	37%
School curriculum support	37	33%
Large Print	37	33%
Consumer information	36	32%

“Would you use materials in languages other than English?”

Over half of respondents (57%) said they would not use materials in languages other than English. For those that responded yes, the most frequently noted language was Spanish with 296 or 82% of the yes responses.

“What services do you think should be emphasized at the Richmond Public Library?”

This question was answered by 962 respondents. The top ranked services focused on Children and Education with Homework Programs and Children’s Reading Programs ranked the highest overall. Computer Access and Training were ranked number three and four overall and Adult Education was rated a strong number five. Each of these services was selected by more than 45% of survey respondents.

Services to Emphasize: All Ages	# Respondents	% Respondents
Homework Programs	527	55%
Children's Reading Programs	523	54%
Computer Training	502	52%
Public Computer Access	448	47%
Adult Education	431	45%
Teen Programs	404	42%
Basic Literacy Programs	398	41%
English Language Skills	373	39%
Reference Assistance	366	38%
Arts Programs	352	37%
Local History	319	33%
Continuing Education	314	33%
Preschool Story Time	308	32%
Book Discussion Groups	222	23%
Cultural/Holiday	213	22%
Baby (under 3) Story Times and Programs	209	22%
Entertainment Programs (Movies)	158	16%
Genealogy	150	16%
Other services (Please list)	29	3%

Segmenting the responses by age group, Homework Programs is ranked highest by four of nine groups. It is ranked in the top five by seven age groups, all but the over 60 and over 65 years of age groups. Children’s Reading Programs is also ranked first by four of nine groups and second by three groups. It is ranked in the top five by eight of nine groups, all but the 15 to 19 years olds. Computer Training is ranked in the top five of eight of nine groups and public access computers is ranked in the top five by five of nine groups. Arts programs rank high for the teen age groups and Adult Education is ranked in the top five for most of the over-20 year old groups.

Age Group	#1 Rank	#2 Rank	#3 Rank	#4 Rank	#5 Rank
10 - 14	Homework Programs	Arts	Computer Training	Teen Programs	Children's Reading Programs
15 - 19	Homework Programs	Arts	Computer Training	Teen Programs	English Language Skills
20 - 24	Children's Reading Programs	Adult Education	Teen Programs	Computer Training	Homework Programs
25 - 34	Homework Programs	Children's reading programs	Computer Training	Adult Education	Public Access Computers
35 - 44	Children's Reading Programs	Homework Programs	Computer Training	Public Access Computers	Basic Literacy
45 - 54	Homework Programs	Children's Reading Programs	Computer Training	Basic Literacy	Adult Education
55 - 59	Children's Reading Programs	Adult Education	Homework Programs	Reference	Public Access Computers
60 - 64	Public Access Computers	Children's Reading Programs	Reference	Computer Training	Basic Literacy
Over 65	Children's Reading Programs	Reference	Public Access Computers	Adult Education	Computer Training

Services to Emphasize: Top Ranked by Age Group

Services to Emphasize Segmented by Age Group

Services to Emphasize: 10 - 14 yrs old	# Respondents	% Respondents
Homework Programs	36	67%
Arts Programs	33	61%
Computer Training	33	61%
Teen Programs	33	61%
Children's Reading Programs	32	59%
English Language Skills	32	59%
Public Computer Access	27	50%
Baby (under 3) Story Time & Programs	21	39%
Entertainment Programs (Movies)	19	35%
Preschool Story Time	18	33%

Services to Emphasize: 15 - 19 yrs old	# Respondents	% Respondents
Homework Programs	35	57%
Arts Programs	33	54%
Computer Training	33	54%
Teen Programs	30	49%
English Language Skills	24	39%
Adult Education	20	33%
Public Computer Access	16	26%
Local History	16	26%
Preschool Story Time	14	23%
Baby (under 3) Story Time & Programs	13	21%

Services to Emphasize: 20 - 24 yrs old	# Respondents	% Respondents
Children's Reading Programs	18	56%
Adult Education (Business)	18	56%
Teen Programs	18	56%
Computer Training	17	53%
Homework Programs	16	50%
Arts Programs	13	41%
English Language Skills	13	41%
Preschool Story Time	11	34%
Baby (under 3) Story Time & Programs	10	31%
Basic Literacy Programs	10	31%

Services to Emphasize: 25 - 34 yrs old	# Respondents	% Respondents
Homework Programs	71	65%
Children's Reading Programs	68	62%
Computer Training	68	62%
Adult Education (Business)	51	47%
Public Computer Access	50	46%
Teen Programs	48	44%
Arts Programs	46	42%
Basic Literacy Programs	40	37%
Preschool Story Time	39	36%
English Language Skills	36	33%

Services to Emphasize: 35 - 44 yrs old	# Respondents	% Respondents
Children's Reading Programs	90	60%
Homework Programs	81	54%
Computer Training	78	52%
Public Computer Access	78	52%
Basic Literacy Programs	66	44%
Adult Education (Business)	66	44%
Teen Programs	60	40%
Preschool Story Time	58	38%
Reference Assistance	51	34%
English Language Skills	50	33%

Services to Emphasize: 45 – 54 yrs old	# Respondents	% Respondents
Homework Programs	135	68%
Children's Reading Programs	117	59%
Computer Training	113	57%
Basic Literacy Programs	110	55%
Adult Education (Business	103	52%
Public Computer Access	100	50%
Reference Assistance	99	50%
Continuing Education	91	46%
Teen Programs	89	45%
English Language Skills	88	44%

Services to Emphasize: 55 – 59 yrs old	# Respondents	% Respondents
Children's Reading Programs	59	54%
Adult Education (Business	54	50%
Homework Programs	53	49%
Reference Assistance	51	47%
Public Computer Access	49	45%
Computer Training	48	44%
Basic Literacy Programs	47	43%
Teen Programs	45	41%
Arts Programs	42	39%
Local History	41	38%

Services to Emphasize: 60 – 64 yrs old	# Respondents	% Respondents
Public Computer Access	67	58%
Children's Reading Programs	64	56%
Reference Assistance	58	50%
Computer Training	57	50%
Basic Literacy Programs	57	50%
Homework Programs	56	49%
Adult Education (Business	53	46%
Local History	44	38%
English Language Skills	43	37%

Services to Emphasize: Over 65	# Respondents	% Respondents
Children's Reading Programs	58	52%
Reference Assistance	53	48%
Public Computer Access	50	45%
Adult Education (Business	50	45%
Computer Training	44	40%
English Language Skills	44	40%
Basic Literacy Programs	43	39%
Local History	43	39%
Homework Programs	40	36%
Teen Programs	39	35%

“What qualities do you think should be emphasized at the Richmond Public Library?”

This question received 971 responses. The top five selected responses were Children's Area, Homework Center, Quiet Areas, Internet Stations, and Comfortable seating, again emphasizing service to children and public access computers. Each of the top ranked features was selected by more than 44% of respondents. The requests for quiet areas and comfortable seating reflect the deficiencies of the current library facility and the users' preferences for a library that is quiet and comfortable – a place to sit, read, study, learn, and enjoy.

Qualities to Emphasize: All Ages	# Respondents	% Respondents
Children's area	570	59%
Homework center	568	58%
Quiet areas	504	52%
Internet stations	482	50%
Comfortable seating	428	44%
Wireless Internet access	362	37%
Art exhibits	352	36%
Individual study	349	36%
Public meeting room	343	35%
Group study	333	34%
Cafe with refreshments available	332	34%
Career center	319	33%
Local history collections/displays	311	32%
Technology training center	303	31%
Used bookstore	300	31%
Browsing areas	266	27%
Exhibition space	182	19%
Study carrels	167	17%
Program space	124	13%
Any others?	22	2%

Segmenting the responses by age group, Children's Area is in the top two choices for seven of nine age groups and in the top three for 8 of 9 groups. Homework Center is in the top two for eight of nine groups and in the top five for all 9 groups – the only selection in the survey to make it into the top five for all age groups. In varying orders, Homework Center and Children's Area are the top two ranked qualities by six of nine groups. Both Comfortable Seating and Quiet Areas are ranked in the top five by a majority of age groups. Internet Access is ranked in the top five by seven of nine age groups.

Age	#1 Rank	#2 Rank	#3 Rank	#4 Rank	#5 Rank
10 - 14	Children's Area	Homework Center	Quiet Areas	Internet	Comfortable Seating
15 - 19	Homework Center	Group Study	Individual Study	Art Exhibits	Café
20 - 24	Homework Center	Children's Area	Career Center	Quiet Areas	Internet
25 - 34	Children's Area	Homework Center	Internet	Quiet Areas	Art Exhibits
35 - 44	Children's Area	Homework Center	Internet	Quiet Areas	Comfortable Seating
45 - 54	Quiet Areas	Homework Center	Children's Area	Internet	Comfortable Seating
55 - 59	Children's Area	Homework Center	Internet	Quiet Areas	Comfortable Seating
60 - 64	Homework Center	Children's Area	Internet	Quiet Areas	Comfortable Seating
Over 65	Children's Area	Quiet Areas	Comfortable Seating	Homework Center	Public Meeting Rooms

Qualities to Emphasize: Top Ranked by Age Group

Qualities to Emphasize Segmented by Age Group of Respondent

Qualities to Emphasize: 10 - 14 yrs old	# Respondents	% Respondents
Homework center	40	71%
Children's area	36	64%
Quiet areas	32	57%
Internet stations	29	52%
Wireless Internet access	29	52%
Comfortable seating	28	50%
Cafe with refreshments available	28	50%
Group study	27	48%
Art exhibits	26	46%
Used bookstore	22	39%

Qualities to Emphasize: 15 – 19 yrs old	# Respondents	% Respondents
Homework center	39	61%
Group study	31	48%
Individual study	30	47%
Art exhibits	27	42%
Cafe with refreshments available	27	42%
Internet stations	26	41%
Comfortable seating	26	41%
Wireless Internet access	25	39%
Quiet areas	22	34%
Public meeting room	22	34%

Qualities to Emphasize: 20 - 24 yrs old	# Respondents	% Respondents
Homework center	19	61%
Children's area	19	61%
Career center	17	55%
Quiet areas	16	52%
Internet stations	15	48%
Comfortable seating	15	48%
Individual study	14	45%
Group study	14	45%
Cafe with refreshments available	14	45%
Art exhibits	12	39%

Qualities to Emphasize: 25 - 34 yrs old	# Respondents	% Respondents
Children's area	70	65%
Homework center	69	64%
Internet stations	57	53%
Quiet areas	54	50%
Art exhibits	45	42%
Wireless Internet access	45	42%
Cafe with refreshments available	41	38%
Career center	36	33%
Children's area	70	65%
Homework center	69	64%

Qualities to Emphasize: 35 – 44 yrs old	# Respondents	% Respondents
Children's area	97	65%
Homework center	88	59%
Internet stations	70	47%
Quiet areas	67	45%
Comfortable seating	66	44%
Technology training center	60	40%
Career center	59	39%
Wireless Internet access	58	39%
Group study	55	37%
Individual study	53	35%

Qualities to Emphasize: 45 – 54 yrs old	# Respondents	% Respondents
Quiet areas	125	63%
Homework center	125	63%
Children's area	122	61%
Internet stations	104	52%
Comfortable seating	90	45%
Group study	85	43%
Career center	80	40%
Technology training center	80	40%
Wireless Internet access	78	39%
Individual study	77	39%

Qualities to Emphasize: 55 – 59 yrs old	# Respondents	% Respondents
Children's area	64	57%
Homework center	63	56%
Internet stations	63	56%
Quiet areas	62	55%
Comfortable seating	51	46%
Public meeting room	46	41%
Career center	42	38%
Individual study	40	36%
Wireless Internet access	39	35%
Art exhibits	37	33%

Qualities to Emphasize: 60 - 64 yrs old	# Respondents	% Respondents
Homework center	63	56%
Children's area	63	56%
Internet stations	60	54%
Quiet areas	55	49%
Comfortable seating	53	47%
Art exhibits	45	40%
Used bookstore	45	40%
Local history collections/displays	44	39%
Public meeting room	42	38%
Browsing areas	42	38%

Qualities to Emphasize: Over 65 yrs old	# Respondents	% Respondents
Children's area	69	58%
Quiet areas	63	53%
Comfortable seating	60	50%
Homework center	57	48%
Public meeting room	54	45%
Internet stations	51	43%
Used bookstore	47	39%
Local history collections/displays	43	36%
Cafe with refreshments available	41	34%
Individual study	40	34%

Additional Comments

Survey respondents offered 197 additional comments. These included many requests to reopen the branch libraries and/or to extend hours. Other frequent requests included comfortable furniture, updated décor, quiet, a Barnes and Noble atmosphere including a café, art exhibits, more books and more best sellers. Services noted in the survey included more performances for children, homework help, advertising library services, reading and tutoring programs, film programs and a teen advisory board. The community desires a secure, well lighted, comfortable building that is open more hours. Recommendations of libraries to visit and emulate included Pleasanton, Fresno branch on Perrin Street, Seattle Public Library and Orinda Branch of Contra Costa County Library.

The community shared its gratitude and appreciate for the library and its staff with these comments:

- I used the Richmond public library every week while I was working on my MBA. Since I completed the degree, I have visited the library several times a year, to research a topic that interests me or to find a book that is out of print. I have always valued the Richmond public library for its reference librarians, its collections of business-related magazines, and its collections of history and fiction. More than anything, I value it for the quiet, studious atmosphere, which encourages people of all ages to read for enjoyment and to work toward their goals. I have seen prettier libraries and bigger libraries, but I have never seen a library that was a better influence for the community than this one.
- I like the fact that you are there, XOXO.
- I WISH TO EXPRESS MY APPRECIATION FOR THE RICHMOND PUBLIC LIBRARY & ITS EXTRAORDINARY STAFF. EXTRAORDINARY BECAUSE YOU'VE KEPT THE LIBRARY GOING IN SPITE OF BUDGET & PERSONNEL CUTS.
- The library could be a gold spot here, uniting the public back into the importance of reading and knowledge, a meeting place, a safe place, a place for children's growth. This library actually saved me when my daughter at 19 was killed in an auto accident. This place brought peace, and the books a safety net. I try to give as often as I can - I believe a library is truly a good community center for all things.
- You have a wonderful, almost unique, collection of older materials not available at many local libraries and a great collection of audio materials. I hope that plans for future operations can preserve these as a part of the collection.

A sample of survey comments follows:

- A clean, well-lit place for books and people.
- Aesthetically pleasing environment that makes people want to be there -- like sofas, quiet areas, quiet rooms, etc.
- As libraries face a changing environment, namely the Internet with its multitude of functions, they have to clearly shape a set of competitive advantages and understand what their core competencies are. I have noticed that over the years the noise level in libraries has gone up a lot. This reflects an increase in interactivity - especially in regard to children. At times this

conflicts with the interests of adults who prefer a quiet atmosphere that allows for concentration.

- As you can see by some of my choices I am child oriented, mainly because what is happening to our youth today. Any programs in that area would be great. My name is Mike Denton and I would be willing to come to the library to do some reading programs with our youth after work.
- At Chavez School (Mons.) there's not enough time for all the children to use the bookmobile. More hours or 2 days would be great!
- Before we build a new library, spend money on opening branches, extending all hours, and acquiring books.
- Better control of Internet users.
- Better Funding; better lighting; longer hours; more days per week
- Bookmobile should be made available to ALL areas of the city
- Books for Latinos (Spanish/English), DVDs (history, Latin America)
- Both the Marin library, with its MarinNet, and the Berkeley library have excellent on-line access to their books and their availability. That is crucial: A great on-line database that is easy to use.
- Clean rest rooms Drinking Water stations
- Computer access is too loud and taken over by kids!
- Computers specifically to support on-line college courses.
- Consider your demographics. And, please, monitor student use of your computers. Have a reference desk near the computers so you can have good visibility.
- Even though I have home Internet service now, when I didn't, having Internet service at the library was enormously valuable to me. I feel that the library should serve the public by providing books, videos, the Internet, and other resources that are not available to people with little money.
- First priority should be restoring West Side Branch to full service at least 3 full days a week. I would be willing to contribute some recent books to add to rebuilding the collection. I believe others in the community would as well. We could do a book drive to assemble supplements to a new collection. There are several of us who would be willing to volunteer time if this library is re-opened. **LIBRARIES ARE OF PRIMARY IMPORTANCE IN ANY COMMUNITY--BOOKS EVEN BEFORE POTHOLES. PLEASE BRING BACK WEST SIDE BRANCH...**
- Friendly staff. Staff that do not consider the people standing in front of them as an interruption. Talking to the people there in person and not make them wait for the staff to help someone on the telephone. Better signage as to where you can find what books and sections.
- Give Jose Dominguez a raise - he was very courteous and professional
- Given the meager funds available to our libraries, let's try to explore all possible sources of grants. The city has access to grant writers, both employees and connections with local contracting writers.
- 'Green' building practices.
- Have a person to enforce quiet. Some vagrants were arguing loudly at the Richmond Library when I took my niece there for assistance with her homework one weekend.
- Have at least 1 meeting room (30-50 person cap.) that can be used for scheduled events at the library such as author presentations, children's story reading, community meetings, art exhibits, etc. Events should be 'bookable' and schedules viewable via the Web. Chairs should be padded folding chairs at a minimum. It should have a flexible but med-quality built-in sound system (extreme volume or highest quality isn't needed, but ability for microphones to be hooked up in multiple configurations is!) Wall material that can accept tacks or tape gracefully would be a plus. For greatest use, have a (separate? rear/side?)

Library entrance foyer w/ bathrooms & pay phone that connects to both the meeting room and to the main library via lockable doors.

- Heritage Quest, a genealogical website, is available to libraries. Patrons of libraries with a subscription to Heritage Quest may access HQ's databases from their home computer. A patron would input library card number and gain immediate access. If the cost to the library is too high, perhaps patrons could provide the library a yearly fee for access.
- How about a community social worker to direct people to services?
- I always have a wonderful experience when visiting our library. I don't come that often but when I do....the folks are knowledgeable, helpful and courteous.
- I am a big fan of the Main Library....so glad the city is not part of the Contra Costa County system. I love audio books and would like to see an upgrade to the collection: replace tapes with CDs and have a more active acquisition program for this product.
- I am an ombudsman for western contra costa county, and I feel there is a strong need for an elder bookmobile service. Sort of what Berkeley has, where a library employee visits skilled nursing or residential care facilities to provide books for the residents who can't leave the facility due to health reasons.
- I am fortunate to have my own space and the means to buy books or research information on the computer, but I think that a quiet area for people who do not would be beneficial; also computer access for those who have none would be a really good service. I would like to see staff who could help access information for research projects and advise on what to read for pleasure and self-fulfillment. As an older person I would like classes in practical things like tax preparation, computer literacy, financial planning and I would enjoy a book club with discussions. As a member of the (world) community I would like encouragement for youth to enjoy what books have to offer in a safe, quiet environment. I grew up whispering in libraries and one of the things I notice is that here silence is not practiced-before I went to read in a library I would like to be sure that it was quiet enough to concentrate. By the way where is the Richmond library? I was looking for some tax forms today and no one seemed to know where you were, so I went to El Cerrito library instead.
- I don't know what the current branch library hours are, but last time I looked, they were extremely limited. The main library is a great resource, but branches should also be available/open every day. More evening and weekend hours, and evening/weekend events (music? readings? art shows?) might attract more patrons.
- I had not been to Richmond Public for almost 40 years. I am now enrolled at DVC in the Library Information Technology Program and was challenged to venture out to a new (to me) library and try their services. I was pleasantly surprised at how much Richmond Public has to offer. I was especially impressed with the electronic resources available online.
- I have heard a rumor that Trainmasters Building in Point Richmond might be the new location for the closed library in the Triangle Park on Washington Ave in the Point. If you should decide to reopen the Pt Richmond library, I might apply for part-time work for one or two days per week. Possibly I might volunteer, but if the position were unpaid, it would be more rare.
- I have lived in the bay area for 35 years, 20 years in Richmond. I currently live elsewhere but I do all of my library checkouts at the main Richmond library. I believe you have the best selection of current fiction and non-fiction. I am not sure if it is due to lack of interest but I like it. I noticed a flyer for after school tutoring last year and I have been happily tutoring the kids one afternoon a week. I know we have our financial ups and downs, but I hope we can direct our resources to those who are getting into reading, either young people or older folks and those who just love to read. I realize that is a general statement and it is what you do but I don't have any constructive criticism because: I think all of you do a great job. You have been patient through the remodel and patient through the cut back in hours. Keep up the good work. We will try to continue to support our local libraries in our own way.

- I have special ordered books at the Main Library and never had a response. When I was able to use the Library in Pt. Richmond, I was always able to obtain any book that I requested. I look forward to the Pt. Richmond branch being opened once again.
- I hear Richmond has a great library, but with my branch closed, how can I know? When it was open I used it weekly, and I appreciated the skill of the librarians. I've been to Richmond's main library maybe six times in 20 years, and you've never had the book I wanted, and there were never enough people to help me fill out reserve forms (do you have an online catalog?) I have comfortably used Berkeley's libraries for years; I've voted yes on all library tax measures; I know you need more money. I wish you well. Good luck.
- I hope you are surveying other than online - this is a very biased way of assessing needs - paper works better and so would some focus groups. If you need help on any of this planning, needs assessment, etc., I'd be happy to help out.
- I live in the Annex, and feel like MY library is El Cerrito, not Richmond Civic Center. It's like everything else in the Annex -- no LOCAL services for Richmond residents.
- I lived in San Francisco all of my life; hence, was extremely familiar with neighborhood libraries and could quickly check materials, services and qualities that should be emphasized. In fact, was the liaison for neighborhood branch and main library. On the other hand, my familiarity with Richmond libraries is minimal.
- I love that you now can request books on line - why can't they notify me on line rather than sending me a letter.
- I love the idea of a cafe with refreshments but I think it could cause problems, i.e., messes, children whining for food, and the doubtfulness of it being able to support itself. (The Art Center tried a cafe but it folded because it wasn't economically viable.) To me a library should be a place that allows imagination to unfold. When I was a young woman with a toddler I used to walk to the library and borrow a stack of 10 books at a time. We had very little money, were new to the area, and books were practically my sole entertainment. I think I would have gone insane without that outlet. I'll be forever grateful for that precious resource.
- I love the Richmond library. Thank you.
- I love the Richmond Public Library. I hope you are able to expand the hours as they were when I was in Junior/High School. There is so much to offer at this Library. I like the San Pablo Library, but it is small.
- I love this library. I've been coming here since I was a child, and now I bring my daughter, age 2. I will be so happy to see a new library. I want to say that the librarians are outstanding - they go out of their way to make me feel welcome. I am also an elementary teacher, & when I have come in they have been so helpful in collecting books on various topics for me. Let's turn around the negative image of this library & this city by building a beautiful new library. The facility is not up to par with the people who work within it. I have noticed new puzzles in the children's library - this is fantastic & just the kind of thing we need. I've tried to check out children's audio CDs & they are invariably broken/scratched/unusable. I hope more can be ordered. We have a lot of space for the children's room, but we have many very old books - it would be nice to have more new children's books. For adults, I'd love to see more new/best sellers. How about starting a book group? There is so much potential. I would like to make myself available as a volunteer in helping bring the new library to life.
- I love using the Richmond library. However, I wish that they could keep more up to date with recent best sellers. Thank you for your services.
- I miss the local art exhibits we used to have here. I think the library should serve every age equally, not focusing on school-age students.
- I must mention the excellent choices the buyer makes, I know the collection is 'mature' to put it kindly, and I have been delighted to find wonderful selections among the new books.

Good job. Believe me, I value the whole collection but I love finding the treasures your buying staff provides. Thanks! It's not easy.

- I personally have gotten out of the habit of going to the Library. It's a shame I haven't kept up that good habit. I guess I just don't have the need to go anymore. But I go to all the used library book sales. I support the library and think it's a good thing. As a child and young adult I used the library frequently. I do use the Richmond History Room when I do projects for different groups to get source materials. I think our libraries should emphasize youth and individual study and a good reference desk. Business and Art and Crafts are the areas I always like to visit. I also enjoy the transcribed oral histories of local people. I enjoy a small exhibit space devoted to library sciences. A wireless internet would be nice. Good luck!
- I really appreciate the collection of art books, which is the best in the East Bay.
- I really miss the after school sessions at the point Richmond branch. I think ALL elementary schools need regular (monthly) field trips to the main library.
- I recently visited the Main branch to look for a specific video. I was excited when it turned up on the computer but later found out that this video was at one of the closed branches. I was told that the video could be picked up and dropped off at the Main branch but I needed the video the next day. If I had the time I would have been forced to go to another City's library for the video. So, my suggestion is for you to either bring more of the materials from the closed branches, have a quicker turn around time for the bookmobile to drop off the materials in need (I still have not heard back from the library about my video even though I placed an order for it), or reopen the branches. Overall, the library always seems busy and I am really glad that the hours of operation are extended.
- I recommend touring the new library at Champlain and Perrin Streets in Fresno. The parking lot is full...the library strongly interfaces with the schools and neighborhood. Design our new library to be as light and interesting...an exciting place to be. Also provide security...
- I switched from Richmond to El Cerrito when you cut back the hours so badly. I think the first thing you need to do is have the library open much longer everyday. I realize this costs money, but it's important. Please do NOT put in a cafe or any place that allows eating.
- I think all the staff are doing a wonderful job. Keep up the good work!
- I think immersing a person in English builds literacy, and English is what people need here.
- I think that the Richmond public library is great and it should have programs that are educational for all kids and teenagers. And Parents should go to the Richmond Public Library too not just for kids because reading books is a great way to have fun.
- I think the library should look like Barnes and Noble but with professional reference help.
- I think the main library is a great building and I hope it gets restored, with clear glass in the windows and modern mechanical systems. I hope that Pt Richmond branch will reopen.
- I think there should be an amnesty program for overdue fines and then I would be back to utilize the library. I have fines that go back to when the library was renovated and I did not know where to return the books I had out at the time.
- I use the Berkeley Public Library, even though the Richmond Public Library is so much closer to my house, for several reasons: 1. The adult fiction collection is so much larger and the books are generally in better shape. 2. I can always find a quiet place to study/read in Berkeley; at the Richmond Library, there are always throngs of kids talking at the top of their lungs. 3. The hours, at least the last time I checked, were inconvenient! I can't tell you how many times I've gone to the Richmond Library in the middle of the day to find it closed. So frustrating!!!
- I use the Richmond Main Library and it could use an updated layout.
- I would hope that you work in collaboration with the school district to supplement programs rather than duplicate-esp in adult ed field and career training. Homework help would be valuable if teens would use it.
- I would like to encourage THE LIBRARIANS to respect the quiet areas by talking QUIETLY in and around those areas, including at the reference librarian's desk.

- I WOULD LIKE TO KNOW WHEN (I.E. WHAT DATE) THE BAYVIEW LIBRARY WILL BE REOPENED! IT HAS PREVIOUSLY BEEN USED BY NUMEROUS SCHOOL-AGED YOUNGSTERS THAT HAVE NO PLACE NOW IN WHICH TO: 1. FIND INFORMATION, 2. ENCOURAGE THEM TO READ BOOKS, 3. PROVIDES A QUIET SPACE IN WHICH TO STUDY - AND DO THEIR HOMEWORK!!!!!! CLOSING THE BAYVIEW LIBRARY HAS KILLED THE INCENTIVES FOR OUR YOUNG STUDENTS TO OBTAIN AN EDUCATION IN SPITE OF OUR PATHETIC SCHOOL SYSTEM! I CAN'T STRESS THIS ENOUGH! Sincerely, Linda Grant, Richmond Annex
- I would love a comfortable area for viewing books both for children and adults. Comfortable seats, etc. Barnes N Noble-ish.
- If the DVDs/VHS tapes are not already in the on-line catalog, they should be. A list of just DVD/VHS tapes available would also be helpful. Other than that, I can't think of anything that wouldn't cost a load of dough. I like that the library is there and available. Usually there are seats and tables available to sit and read or study. And I cannot think of one time that a book I wanted wasn't available.
- I THINK THAT YOU SHOULD MAKE NEW PROGRAMS LIKE HISTORY AND SCIENCE
- In the past I used the Albany library a lot (near my work place). At present I am financially well off and buy the books I want. I've never used the Richmond libraries so I don't know what needs to be emphasized or changed. I know that as I retire and limit my budget more I would love to have the libraries open more hours, and as a poor kid growing up, I really appreciate the value of a good library.
- Is it a one, two, three story building? Solar powered 24 hour or 12 hour access? Barnes & Noble like setting? Zen/landscape like garden? Let me know, I'd like to help.
- It would be nice to have more than one library. How about one closer to the Richmond/El Cerrito border? Closer to San Pablo Avenue? How about updating the children's reference books so that they have access to current and relevant data instead of books dated from the early 80's?
- Libraries are extremely important. They esp. help people who consider public schools detrimental to people who are self-starters.
- Library needs new climate control systems. At least 2 small glass enclosed areas for teen study after school-or meetings at other times. A volunteer based program for genealogy help would be very nice with a dedicated computer with ancestor.com--which is not affordable individually
- Library should consider a link with cable providers for the showing of some of its public and educational forums, programs, dvd-cd-video collections, adult education materials, etc.
- lots of natural lighting a plus (indirect from north side of building)
- Many new media center designs are based on the 'Barnes and Noble' model. Study + cafe in a configuration that encourages group work. Most schools now encourage cooperative learning. It is nice when the local library configuration supports that effort.
- My family uses and loves the library now but please add more performance type programs for children, community interest programs (such as the capital punishment series) and topics that are relevant to our local population.
- Need access to being able to order intra library loan materials from home via Internet - come to library to pick up materials and process for tracking by local (Richmond) library. Thanks.
- Nothing is more important than a good library with room for all kinds of readers, friendly help with research, reading programs for little children.
- Open branches, better lighting and flow in Main library. Outreach to community and schools, more publicity about events,
- Perhaps new/used ergonomic furniture.
- Please ensure that employees continue serving the public with pleasant demeanors -- this goes a long way!

- Please look at other bay area libraries and see what works and does not work for them. I feel we need rooms for groups to work on class projects or group study rooms. Weekend and community outreach events. Best of luck.
- Please people would like new DVDs and access to them. Previously I could've taken out. Now a few families take 7 at a time and 28 or so are gone so no access for others!
- Please please please reopen our Pt Richmond branch. I bought a house and two years later you closed the Library. SO SAD. I used the library to take out books, CDs. It was a community focus. I gave away my New Yorkers to a fellow there. Book people need this place. PLEASE reopen the Point Richmond branch. It is a Dead Zone in our community now.
- Please poll your librarians to find out what people who go there really ask for. As an educated 47-year-old white person who can drive to any branch and afford to buy for myself what the library can't provide, I'm the wrong person to ask. I'd like to see the library provide what the library was for me as a child from a poor home who visited the library at least once a week: a quiet place to pick up anything from Mad magazine to classic novels to books to help me get my homework done, a haven of comfy chairs and endless possibilities. The library helped me dream dreams that outpaced what my parents could ever hope for, some of which I've lived out. I would gladly pay extra taxes to make that kind of dreaming possible for other poor kids. Good luck with your project.
- Please provide more computers so that people can use them for more than 30 minutes at a time. Thank You!
- Please use more ink on your discard stamp on books that are withdrawn from circulation. Stamp the paper beside the striped code.
- Post hours of the Library on the Main sign.
- Programs for teens to teach self-responsibility and community responsibility. Eco-programs for kids and teens (and adults). Need a friendly unbiased staff.
- Programs/films by Tarnel Abbott bring ideas and good thinking people together. Thanks to Library for supporting her work.
- Reading tutoring programs for kids and adults and homework assistance for kids could be located in the library and the community/neighborhood newsletters and email groups could be solicited for volunteers.
- Regarding Westside: current library should be torn down and library services moved to 139 W. Richmond Ave.
- Security in the library is very important.
- since i moved to el sobrante, i use the library in Richmond less, mostly because of the distance, but i started going to Orinda even before the move due to the hours being so restricted! i was at the point Richmond library every week, then i was at the main branch, and now i am almost exclusively in Orinda, even though it is not my local place. I'd much rather be going to my community library.
- Since I use the El Cerrito library, I didn't complete the part of this survey concerning what the Richmond Library should provide. That said, if something happened to the El Cerrito library and I needed to go to the Richmond library, my interests are adult fiction, adult non-fiction, and periodicals of all types.
- Some books and reference materials in the 90's are now considered outdated. Needs some new books, otherwise people will not go to the libraries any longer. Home PCs are the best source of info these days.
- Some Library capabilities should be linked online to District Centers (extant Richmond General Plan, Pg. E-13/Table E-4; and/or. subsequent via Richmond IT Department servers.
- Some time ago, I approached the acting director with my idea to start a Buddhist library within the Richmond Main Branch. He was supportive and I still wish to do this.

- Tarnel's film program should be supported and enlarged. There are many documentaries on many subjects that the public never gets to see.
- Teen advisory would be excellent in this community.
- Teen area - board & computer games, fun furniture, computers, school support
- Teen area - should contain nice seating area, TV for videogames, teen sign-ups for sports or activities, counselors, teen books, colorful walls.
- Thanks for doing the survey. Let's hope the information provided by the public makes an impact.
- The appearance both outside and inside should be bright and inviting. Silence should be emphasized and loitering discouraged. Get new book shelves, a cozy fireplace and a clean carpet. I want Richmond residents to get something close to what Benicia residents get as I am from Benicia.
- The branches should be in safe locations with parking. There should be some evening and Saturday hours. Should accept book donations. Thanks for doing this survey.
- The building is very old and needs to be rebuilt. The current collection, while vast, needs to be updated. Concentrate improvements on longer business hours open to the public (including Sundays), and literacy programs, and assistance for non-English readers.
- The Chairs at the Richmond Library are very uncomfortable and tables too tall.
- The City needs to allocate more money to open the closed libraries and expand the current collections and upgrade the facilities (inside and out).
- The hours could be extended, more minority programs, which include communication, self-awareness, drug education, and seminars on topics such as grief counseling, and Post Traumatic Stress Syndrome(PTSD). As a person who grew up in the Richmond area, I feel that the citizens of this great City are suffering from (1) the lack of being able to communicate with each other. (2)The citizens as a whole has lost the self-awareness and importance of the contribution our fore-parents, and the City of Richmond made to our Country in World War II, when we lose our history, then we become like Arnold Toynbee says, 'the only thing we learn from history, is we don't learn.' (3) The third thing that many of the citizens are suffering from grief, not depression, many of the people cannot afford mental health fees, something must be done through the city agencies to address this issue. The extreme poverty and violence is causing the grief. (4) Many of our children are being traumatized by the extreme high rate of murder in the city. We have lost sight of the effect it is having on the children as well as the adults. For example, a person is murdered at the bus stop where our children catch the bus, then lies uncovered for hours, the child see this corps lying there and they cannot erase the figure from their memory and they receive no counseling and the effect, causes nightmares, fear and a tendency for future violence.
- The libraries in ANY city are still the connection to LIFE, Education, KNOWLEDGE and community. Their transition will develop as long as citizens are AWARE of monetary value, hopefully city governments will acknowledge this need. Let's remember the era of 'book burning' and where that got the mass public. IGNORANCE is powerful...but in the wrong department.
- The library already offers a lot to the community, it just needs to improve some minor things. Like the refreshment idea is cool, kind of like a cool Starbucks environment where u can have coffee and read or do homework at the same time. although I can see how that can be inconvenient because a lot kids and teens use the library. I'd go to the library more often that way though. Maybe have a room or lounge type of thing for adults or people who want that; maybe even play some quiet music. That would be one cool library :))
- The library does not feel like a place where I would sit for very long. I basically go in get the materials that I need and go out. It is not an inviting place to sit. The children's area is very small. The library should look more like Barnes and Noble.
- The library in a small community back east is superior to Richmond central.

- The library is critical resource for all and breeds good reading and literacy habits. I started going to libraries in grade school and continue to this day. The Point Richmond branch should be reopened and expanded as there are empty buildings in the area. I have to use the Oakland and Berkeley branches as the main Richmond branch has limited hours. I envy the wonderful libraries in San Leandro, Oakland, and Berkeley and am ashamed to mention the limited facilities in Richmond.
- The library would be a more welcoming, safer, and friendlier place if it had more security regarding the many homeless who use the library. Some of the homeless and other patrons who are obviously mentally ill pose a threat to other patrons as well as to the environment of the library. It is important to make the library a safe place that patrons feel comfortable and secure in, or the library won't fulfill its purpose as a public service. Security in the computer room and throughout the library would help insure public safety and would likely increase the number of patrons using the library.
- The most important issue is access: we need to have as many locations as possible open as many hours as possible. It breaks my heart to walk by the closed West Richmond branch, and I'm sure there is an equal sadness in the neighborhood of the closed Bayview branch.
- The new Library needs to be the 'Living Room' for the community. There needs to be a fireplace, coffee shop, outdoor area where friends can meet, talk, read and make the library the central meeting place in town.
- The Orinda Library is wonderful. I'd love a wonderful main library in Richmond. Let's upgrade our image. Let's honor literary & learning. We need branch libraries. We only have 2 and they're closed! A shame! 1. Open branches ASAP. Communicate about their status weekly. 2. Rebuild or build anew the main library to bring it to 21st century standards. Thank you. PS. I wonder if the Richmond Library System should merge with the Contra Costa County one.
- The public library should add safe and secure environment to the list; safety and security that extends outside into the neighborhood that surrounds the library.
- The public library should be a gathering place for the entire community. The city of Richmond is a very diverse place and the library should reflect that. I believe that study cubicles, community gathering rooms, after school programs, as well as art and culture are necessary in every community so that our children are exposed to a variety of things.
- The Richmond library is a great place! My children and I love it!
- The Richmond Library is in serious need of updating. The facility is very old, looks as if it is falling apart, which makes one think twice before wanting to go there when other, more appealing options are available in nearby cities.
- The Richmond Library is the best source for books that help with my children's school work.
- The RP Library is wonderful BUT the hours are terrible. Very hard to remember when it's open and when not.
- The Seattle Public Library is a great example!
- The Westside branch area has many school age children. It would be a benefit to the community to reopen the branch and provide a library for our children. Also, the Point Richmond area is rich in history. Incorporating that history into the library would preserve our knowledge of our city.
- There needs to be a better verification process for checking out books so not to have books checked out under the wrong persons. Collection processes need to be streamlined for past due books.
- There needs to be better supervision of the teens who use the Internet and are loud, combative, rude, sometimes physically abusive and harass others who try to use them.
- There needs to be meeting rooms that serve more than one age range of patron. It would also be beneficial if there were a staff member available at any given time the library is open to help with technical problems (computers, etc.)

- They should be connected to the 'on hold' system offered by the other CCC libraries.
- una de las cosas las cuales podría ayudar a un mejor servicio en una librería la cual he observado es la falta de personal la cual pueda comunicarse con las personas en sus idiomas, ya que se esta representando en la ciudad de richmond una gran variedad de personas de diversidad etnica la cual misma como ciudadanos de richmond presentan necesidades en la cual una de ella sería el uso de una librería y una buena orientacion del uso y sus veneficios del uso de una librería de richmond espero y se tome enconsideracion este comentario y se sirva un mejor servicio en las librerías o cualquier otra oficina de la ciudad o condado de contracosta
- Visit the Pleasanton library...they are a great model of a 21st Century library (granted,they have more money)...library needs more mixed media and a greater budget to purchase newer titles and stay open more hours
- Visiting the library will reward you with a richer, more three-dimensional experience than you'll get from other research media.
- WE HAVE TO KEEP IN MIND THAT THE INTERNET HAS BECOME THE FASTEST AND EASIEST WAY FOR INFORMATION, MAKING THE OLD LIBRARY SYSTEM ALMOST OBSOLETE. IF WE BUILD A NEW LIBRARY TO TAILOR THIS- IT WILL BE MORE USEFUL AND SUCCESFUL. IF WE CAN INCORPORATE AN ATTRACTION POINT (POSSIBLE STARBUCKS) THIS WILL INCREASE THE FLOW OF PATRONS.
- We love the library and have checked out many items over the last 6 years that we have lived in Richmond. We would like to see the other branches reopened to serve more of Richmond. Thank you.
- When a person is finished their library business, they should not be allowed to loiter with their friends. Friendly gatherings can be done outside of the building.
- Why isn't Spanish offered like the ESL classes are free.
- You should be able to get a library card without an adult
- You should get more books

APPENDIX 3: THE LIBRARY'S COLLECTION

Allocation of the Library's Book Collection

<u>CATEGORY</u>				Projected	Volumes/
<u>Subcategory</u>	Percent of	Projected	Percent in	Volumes	Linear
<u>Volume Type</u>	Collection	Total Volumes	Circulation	on Shelf	Foot
Adult/Young Adult	62.95%	204,180	18.31%	166,803	8,576
English Language Development					
Literacy English As A Second Language (ESL)	0.77%	2,500	30.00%	1,750	18
Fiction					
Fiction	12.02%	39,000	20.00%	31,200	8
Mysteries	3.70%	12,000	25.00%	9,000	8
Paperbacks	0.77%	2,500	30.00%	1,750	10
Science Fiction & Fantasy	1.08%	3,500	25.00%	2,625	8
Short Stories	0.31%	1,000	20.00%	800	8
Westerns	0.77%	2,500	20.00%	2,000	8
International Languages					
International Languages	1.03%	3,350	20.00%	2,680	14
Spanish Language	4.62%	15,000	30.00%	10,500	12
Large Print					
Large Print	0.62%	2,000	15.00%	1,700	8
Local History					
Local History	1.23%	4,000	0.00%	4,000	8
Non-Fiction					
Automotive Repair Manuals	0.22%	700	10.00%	630	7
Careers	1.08%	3,500	15.00%	2,975	10
Non-Fiction	27.75%	90,000	15.00%	76,500	8
Popular Library					
New Books	0.45%	1,450	50.00%	725	8
New Books (Face Out)	0.02%	50	50.00%	25	1
Reference					
Grants	0.15%	480	0.00%	480	10
Ready Reference	0.05%	150	0.00%	150	6
Reference	1.16%	3,750	0.00%	3,750	6
Special Books	0.77%	2,500	10.00%	2,250	8
Telephone Books	0.09%	300	0.00%	300	5
Reference-Closed Storage					
Closed Storage Reference Books	1.08%	3,500	0.00%	3,500	10
Teen					
New Books	0.06%	200	50.00%	100	2
Teen Fiction	1.08%	3,500	30.00%	2,450	13
Teen Non-Fiction	1.46%	4,750	25.00%	3,563	10
Teen Paperbacks	0.62%	2,000	30.00%	1,400	12

<u>Children/Juvenile</u>	<u>37.05%</u>	<u>120,152</u>	<u>27.95%</u>	<u>86,566</u>	<u>14.43</u>
Children's New Books					
New Books (Face Out)	0.02%	72	50.00%	36	1
Children's Reference					
Children's Ready Reference	0.06%	200	0.00%	200	8
Children's Reference	0.17%	550	0.00%	550	8
Easy Chapters, ABCs, Toddlers					
Children's Easy Readers	1.39%	4,500	30.00%	3,150	20
Holiday Books					
Holiday Books	0.77%	2,500	10.00%	2,250	10
Homework					
Homework	0.09%	280	0.00%	280	8
Juvenile Fiction					
Juvenile Fiction	4.62%	15,000	30.00%	10,500	13
Juvenile Paperbacks	0.77%	2,500	30.00%	1,750	16
Juvenile International					
Juvenile International Languages	0.62%	2,000	25.00%	1,500	26
Juvenile Spanish Language	4.62%	15,000	30.00%	10,500	20
Juvenile Non-Fiction					
Juvenile Non-Fiction	16.03%	52,000	25.00%	39,000	13
Parent/Teacher Books					
Parent/Teacher Books	0.15%	500	20.00%	400	8
Picture Books					
Children's Picture Books	6.78%	22,000	35.00%	14,300	22
Professional Collection					
Children's Special Books	0.39%	1,250	0.00%	1,250	20
'Tween Books					
Anime	0.37%	1,200	50.00%	600	20
Graphic Novels	0.18%	600	50.00%	300	20
Totals:	100.00%	324,332	21.88%	253,369	10.80

Allocation of the Library's Multimedia Collection

CATEGORY

Subcategory Volume Type	Percent of Collection	Projected Total Volumes	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear Foot
Adult/Young Adult	67.46%	22,800	38.31%	14,065	17.77
Audio Book Compact Disc					
Audio Book CD (CD ROM)	7.40%	2,500	25.00%	1,875	7
Audio Compact Disc (CD)					
Audio Compact Disc (CD)	17.75%	6,000	30.00%	4,200	30
CD-ROM	2.96%	1,000	50.00%	500	15
DVD					
DVD	14.79%	5,000	50.00%	2,500	30
International Languages					
International Language Audio Books	1.48%	500	25.00%	375	8
International Language CDs	1.92%	650	40.00%	390	15
International Language DVDs	1.92%	650	50.00%	325	15
Teen					
Audio Compact Disc (CD)	5.92%	2,000	40.00%	1,200	30
Video Cassette					
Video Cassette	13.31%	4,500	40.00%	2,700	10
Children/Juvenile	32.54%	11,000	46.77%	5,855	19.4
Audio Compact Disc (CD)					
Audio Book CD (CD ROM)	1.48%	500	20.00%	400	7
Audio Compact Disc (CD)	12.43%	4,200	50.00%	2,100	30
DVD					
DVD	14.79%	5,000	50.00%	2,500	30
Media Kits					
Media Kit (Audio Cassette W/ Book)	1.48%	500	25.00%	375	20
Video Cassette					
Video Cassette	2.37%	800	40.00%	480	10
Totals:	100.00%	33,800	41.07%	19,920	18.35

Allocation of the Library's Periodical Collection

CATEGORY

Subcategory Volume Type	Percent of Collection	Projected Total Volumes	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear Foot
Adult/Young Adult	94.38%	302	0.00%	302	1.4
Current Magazines					
Current Magazines	62.50%	200	0.00%	200	1
Current Newspapers					
Current Newspapers	3.13%	10	0.00%	10	1
International Language					
International Language Magazines	7.50%	24	0.00%	24	1
Popular Magazines					
Popular Magazine Titles	15.63%	50	0.00%	50	1
Teen Magazines					
Teen Magazines	5.62%	18	0.00%	18	1
Children/Juvenile	5.62%	18	0.00%	18	1
Children's Current Magazines					
Children's Current Magazines	5.62%	18	0.00%	18	1
Totals:	100.00%	320	0.00%	320	1.333

APPENDIX 4: SHELVING SPACE ALLOCATION

Shelving the Library's Collections					
TYPE	Projected Volumes on Shelf	Volumes/Linear Foot	SHELVING UNIT QTY	SqFt/	TOTAL SqFt
CATEGORY	Volume Type				
	Shelving Type				
Book					
ADULT/YOUNG ADULT	166,803	7.75	--	--	11,014
Automotive Repair Manuals					
42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	630	7	4	20	80
3"W x 24"D unit w/end panels & canopy top					
Careers					
42" Aisle DF 90"H Steel Shelving W/ 12 Shelves	2,975	10	9	20	180
3"W x 24"D unit w/end panels					
Closed Storage Reference Books					
36" Aisle DF 90"H Steel Shelving W/ 12 Shelves	3,500	10	10	18	180
3"W x 24"D unit w/end panels					
Fiction					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	31,200	8	93	20	1,860
3"W x 20"D unit with end panels					
Grants					
Index Table	480	10	2	100	200
72"w x 48"d - two tier (4 Person)					
International Languages					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	2,680	14	5	20	100
3"W x 20"D unit with end panels					
Large Print					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	1,700	8	8	20	160
3"W x 24"D unit w/end panels & canopy top					
Literacy English As A Second Language (ESL)					
36" Aisle SF 90"H Steel Shelving W/ 7 Shelves	1,750	18	5	10	50
3"W x 12"D unit w/end panels					
Local History					
42" Aisle DF 90"H Steel Shelving W/ 12 Shelves	4,000	8	14	20	280
3"W x 24"D unit w/end panels					
Mysteries					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	9,000	8	27	20	540
3"W x 20"D unit with end panels					
New Books					
44" Aisle SF 66"H Magazine Display Shelving W/ 4 Shelves	100	2	5	12	60
3"W x 12"D unit with flip up sloping shelf & storage underneath					
New Books					
42" Aisle DF 58"H Bookstore Display Shelving	725	8	4	30	120
3"W x 36"D w/ 10 angled shelves					
New Books (Face Out)					
42" Aisle DF 58"H Bookstore Display Shelving	25	1	1	30	30
3"W x 36"D w/ 10 angled shelves					
Non-Fiction					
42" Aisle DF 90"H Steel Shelving W/ 12 Shelves	76,500	8	266	20	5,320
3"W x 24"D unit w/end panels					
Paperbacks					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	1,750	10	5	20	100
3"W x 24"D unit w/end panels					
Ready Reference					

36" Aisle SF 45"H Steel Shelving W/ 3 Shelves	150	6	3	10	30
3"W x 12"D unit w/end panels & canopy top					
Reference					
36" Aisle DF 90"H Steel Shelving W/ 12 Shelves	3,750	6	18	18	324
3"W x 24"D unit w/end panels					
Science Fiction & Fantasy					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	2,625	8	8	20	160
3"W x 20"D unit with end panels					
Short Stories					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	800	8	3	20	60
3"W x 20"D unit with end panels					
Spanish Language					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	10,500	12	21	20	420
3"W x 20"D unit with end panels					
Special Books					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	2,250	8	7	20	140
3"W x 24"D unit w/end panels					
Teen Fiction					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	2,450	13	7	20	140
3"W x 24"D unit w/end panels & canopy top					
Teen Non-Fiction					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	3,563	10	12	20	240
3"W x 24"D unit w/end panels & canopy top					
Teen Paperbacks					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	1,400	12	4	20	80
3"W x 24"D unit w/end panels & canopy top					
Telephone Books					
42" Aisle DF 90"H Steel Shelving W/ 12 Shelves	300	5	2	20	40
3"W x 24"D unit w/end panels					
Westerns					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	2,000	8	6	20	120
3"W x 20"D unit with end panels					

TYPE	Projected Volumes on Shelf	Volumes/Linear Foot	SHELVING UNIT QTY	SqFu/	TOTAL SqFt
TYPE					
CATEGORY					
Volume Type					
Shelving Type					
Book					
CHILDREN/JUVENILE	86,566	14.4	--	--	4,260
Anime					
36" Aisle SF 66"H Steel Shelving W/ 5 Shelves 3'W x 12"D unit w/end panels & canopy top	600	20	2	10	20
Children's Easy Readers					
36" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	3,150	20	6	18	108
Children's Picture Books					
36" Aisle DF 45"H Steel Shelving W/6 Divider Shelves 3'W x 24"D unit w/end panels & canopy top	14,300	22	37	18	666
Children's Ready Reference					
36" Aisle SF 45"H Steel Shelving W/ 3 Shelves 3'W x 12"D unit w/end panels & canopy top	200	8	3	10	30
Children's Reference					
42" Aisle DF 66"H Steel Shelving W/ 8 Shelves 3'W x 24"D unit w/end panels & canopy top	550	8	3	20	60
Children's Special Books					
36" Aisle SF 66"H Steel Shelving W/ 5 Shelves 3'W x 12"D unit w/end panels & canopy top	1,250	20	5	10	50
Graphic Novels					
36" Aisle SF 66"H Steel Shelving W/ 5 Shelves 3'W x 12"D unit w/end panels & canopy top	300	20	1	10	10
Holiday Books					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	2,250	10	8	20	160
Homework					
36" Aisle SF 45"H Steel Shelving W/ 3 Shelves 3'W x 12"D unit w/end panels & canopy top	280	8	4	10	40
Juvenile Fiction					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	10,500	13	27	20	540
Juvenile International Languages					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	1,500	26	2	20	40
Juvenile Non-Fiction					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	39,000	13	100	20	2,000
Juvenile Paperbacks					
Paperback SF 66" Shelving Unit W/ 5 Divider Shelves 3'W x 12"D unit	1,750	16	10	10	100
Juvenile Spanish Language					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	10,500	20	18	20	360
New Books (Face Out)					
44" Aisle SF 66"H Magazine Display Shelving W/4 Shelves 3'w x 12"D unit with flip up sloping shelf & storage underneath	36	1	3	12	36
Parent/Teacher Books					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves 3'W x 24"D unit w/end panels	400	8	2	20	40
Totals for Book:	253,369	10.6	--	--	15,274

TYPE	Projected Volumes on Shelf	Volumes/Linear Foot	SHELVING UNIT QTY	SqFu/	TOTAL SqFt
TYPE					
CATEGORY					
Volume Type					
Shelving Type					
Multimedia					
ADULT/YOUNG ADULT	14,065	17.7	--	--	642
Audio Book CD (CD ROM)					
36" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	1,875	7	9	18	162
Audio Compact Disc (CD)					
Audio CD SF 66" Shelving W/ 4 Sliding Browser Boxes 3'W x 12"D unit - 96 audio CD's / box	4,200	30	11	10	110
Audio Compact Disc (CD)					
Audio CD SF 66" Shelving W/ 4 Sliding Browser Boxes 3'W x 12"D unit - 96 audio CD's / box	1,200	30	4	10	40
CD-ROM					
CD-ROM SF Shelving Unit W/ 4 Sliding Browser Boxes 3'W x 12"D unit - 96 CD-ROM's / box	500	15	3	10	30
DVD					
DVD SF Shelving Unit W/ 4 Sliding Browser Boxes 3'W x 12"D unit - 96 DVD / box	2,500	30	7	10	70
International Language Audio Books					
36" Aisle SF 66"H Steel Shelving W/ 5 Shelves 3'W x 12"D unit w/end panels & canopy top	375	8	4	10	40
International Language CDs					
CD-ROM SF Shelving Unit W/ 4 Sliding Browser Boxes 3'W x 12"D unit - 96 CD-ROM's / box	390	15	3	10	30
International Language DVDs					
DVD SF Shelving Unit W/ 4 Sliding Browser Boxes 3'W x 12"D unit - 96 DVD / box	325	15	2	10	20
Video Cassette					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves 3'W x 24"D unit w/end panels	2,700	10	7	20	140
CHILDREN/JUVENILE	5,855	19.4	--	--	246
Audio Book CD (CD ROM)					
36" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	400	7	2	18	36
Audio Compact Disc (CD)					
Audio CD SF 66" Shelving W/ 4 Sliding Browser Boxes 3'W x 12"D unit - 96 audio CD's / box	2,100	30	6	10	60
DVD					
DVD SF Shelving Unit W/ 4 Sliding Browser Boxes 3'W x 12"D unit - 96 DVD / box	2,500	30	7	10	70
Media Kit (Audio Cassette W/ Book)					
42" Aisle DF 45"H Steel Shelving W/ 4 Shelves 3'W x 24"D unit w/end panels & canopy top	375	20	2	20	40
Video Cassette					
Video Cassette SF 66" Shelving Unit W/ 5 Divider Shelves 3'W x 12"D unit - 28 video cassettes / shelf	480	10	4	10	40
Totals for Multimedia:	19,920	18.35	--	--	888

TYPE					
CATEGORY					
Volume Type	Projected	Volumes/	SHELVING		TOTAL
Shelving Type	Volumes	Linear	UNIT	SqFt/	SqFt
	on Shelf	Foot	QTY		
Periodical					
ADULT/YOUNG ADULT	302	1.4	--	--	364
Current Magazines					
44" Aisle SF 66"H Magazine Display Shelving W/4 Shelves 3'w x 12"D unit with flip up sloping shelf & storage underneath	200	1	17	12	204
Current Newspapers					
44" Aisle DF 45"H Newspaper Display Shelving W/4 Shlvs 3'W x 24"D unit w/ fixed sloping shelf	10	1	1	22	22
International Language Magazines					
44" Aisle SF 66"H Magazine Display Shelving W/4 Shelves 3'w x 12"D unit with flip up sloping shelf & storage underneath	24	1	2	12	24
Popular Magazine Titles					
36" Aisle DF 45"H Magazine Display Shelving W/ 4 Shelves 3'W x 24"D unit w/ flip up sloping shelf & shelf underneath	50	1	5	18	90
Teen Magazines					
44" Aisle SF 66"H Magazine Display Shelving W/4 Shelves 3'w x 12"D unit with flip up sloping shelf & storage underneath	18	1	2	12	24
CHILDREN/JUVENILE	18	1	--	--	40
Children's Current Magazines					
42" Aisle DF 45"H Magazine Display Shelving W/ 4 Shelves 3'W x 24"D unit w/ flip up sloping shelf & shelf underneath	18	1	2	20	40
Totals for Periodical:	320	1.333	--	--	404

APPENDIX 5: PATRON SEATING SPACE ALLOCATION

Appendix 5: Patron Seating Space Allocation

PROPOSED SEATING DISTRIBUTION						
Library Area	Seat Type	Number / Conversion Factor	Number of Seats	Space Allocation SF	Total Number of Seats	Total Space Allocation SF
Adult Services						
New Book & Magazine Display	lounge seat	4 @ 35	4	140	4	140
Community Living Room	4-person table	2 @ 50	8	100	16	416
	lounge seat & end table	8 @ 35 3 @ 12	8	280 36		
	4-person table	2 @ 80	8	160		
Fiction	lounge seat & end table	4 @ 35 2 @ 12	4	140 24	12	324
	4-person table	4 @ 100	16	400		
Non-Fiction	4-person table	1 @ 80	4	80	4	80
Jobs & Careers	4-person table	4 @ 80	16	320	28	804
	lounge seat & end table	4 @ 35 2 @ 12	4	140 24		
Quiet Reading Area	2-person table	3 @ 60	6	180	9	309
	lounge seat & end table	3 @ 35 2 @ 12	3	105 24		
	carrel	8 @ 40	8	320		
Periodicals	4-person index table	2 @ 100	8	200	8	200
	6-person table	1 @ 175	6	175		
Reference Study Room	4-person table	3 @ 80	12	240	16	404
Languages & English Language Development	lounge seat & end table	4 @ 35 2 @ 12	4	140 24		
	2-person table	2	4			
Teen Services						
Teen Area	4-person table	3 @ 100	12	300	26	664
	lounge seat & drum table	4 @ 35 2 @ 12	4	140 24		
	step seating-6	1 @ 80	6	80		
	4-person counter	1 @ 120	4	120		
	6-person table	1 @ 155	6	155		
Teen Study Room	6-person table	1 @ 155	6	155	6	155
Children's Services						
Primary Area	4-person table	2 @ 55	8	110	66	720
	2-person sculpted seats	4 @ 40	8	160		
	Floor cushion/steps Play area with toy bin	50 @ 8	50	400 50		
Older Children's Area/Tweens	4-person table	6 @ 85	24	510	28	610
	lounge seats	4 @ 25	4	100		
Homework Center (Auditorium)	4-person table	6	24		24	See Appendix 8 : Auditorium/Home work Center
Multipurpose Room	4-person table	6	24		24	See Appendix 9
Children's Study Room	6-person table	1 @ 155	6	155	6	155

LEAP Literacy Services						
Classroom A	4-person table	6	24		58	954 + See Appendix 9 for Classroom A
Classroom B	2-person table	6 @ 50	12	300		
Classroom C	2-person table	6 @ 50	12	300		
Reception Area	lounge seat & end table	2 @ 35 1 @ 12	2	82		
	4-person table	1 @ 160	4	160		
Tutoring Room A	2-person counter	1 @ 56	2	56		
Tutoring Room B	2-person counter	1 @ 56	2	56		
General Use						
Lobby	2-person bench	4	8		8	Non-assignable
Cafe	4-person café table	3	12		18	See Appendix 9
	lounge chair & end table	6 3	6			
TOTAL					387	6,510

APPENDIX 6: TECHNOLOGY SPACE ALLOCATION

Appendix 6: Technology Space Allocation

Proposed Public Access Technology - Space Allocation						
Library Area	Computers	Computers - Conversion Factor SF	Printers	Assignable SF	Other - Conversion Factor SF	Total Assignable SF
Adult Services						
Reference	12	12 carrels @ 40		480		480
Fiction	2 OPAC	2 end panels @ 10		20		20
Non-Fiction	10 2 OPAC	10 carrels @ 40 2 end panels @ 10		400 20		420
Local History Room	1	1 counter	1		1 scanner 1 MF reader/printer	See Appendix 9
Media Room	2	2 carrels @ 45		90	1 self check @ 25	115
Jobs & Careers	2	2 tech. stations @ 40	1	80		80
Government Documents	1	1 counter @ 35	1			See Appendix 5
Languages & English Language Development	2	2 carrels @ 30		60		60
Copy Center-2 nd Floor			3 print release		1 copier	See Appendix 9
Teen Services						
Teen Area	12	6 2-person carrels @ 60 6 1-person carrel @ 40		360 240		600
Children's Services						
Children's Primary	4 AWE	4 AWE @ 45		180		180
Older Children	18 2 OPAC	18 tech. counters @ 30 2 end panels @ 10		540 20		560
Homework Center	20 laptops		1			See Appendix 9
Copy/Print Center-Children's			2 print release		1 self check 1 copier	See Appendix 9
LEAP Literacy Services						
LEAP Classroom A	4 4 laptops	2 2-person counters	2 1			See Appendix 9
Children's Play Room	1 AWE					See Appendix 9
General Use						
Computer Lab	16 16 laptops	16 2-person counters 1 laptop cart	2 print release			See Appendix 9
Self Service Area					3 self-check	See Appendix 9
Express Terminals	4	3 counters @ 25 1 carrel @ 35	1	75 35	1 kiosk @ 50	160
TOTAL	135: 84 PCs, 6 OPACs, 5 AWE, 40 laptops		8, 7 print release			2,675

Proposed Staff Technology-Space Allocation

Library Area	Computers	Computers - Conversion Factor SF	Printers	Assignable SF	Other - Conversion Factor SF	Total Assignable SF
Administration						
Library Director's Office	1		1			See Appendix 7
Accounting Office	1		1			See Appendix 7
Administrative Manager's Office	1		1			See Appendix 7
Administrative Work Area	2		1			See Appendix 9
Service Desks						
Adult Reference	2		2			See Appendix 7
Children's Reference	2		2			See Appendix 7
Customer Service			1		2 digital systems	See Appendix 7
Teen Area	1 laptop					See Appendix 7
Local History Room	1		1			See Appendix 9
Other Offices						
Administrative Librarians (A, B, C)	3		3			See Appendix 7
LEAP Program Manager	1		1			See Appendix 7
Media Preview	1		1			See Appendix 7
Reference Manager	1		1			See Appendix 7
Security	1		1			See Appendix 7
Other Workstations						
LEAP Classroom A	1 laptop					See Appendix 9
Computer Lab	1 laptop					See Appendix 9
LEAP Tutoring Intake Room	1		1			See Appendix 7
Homework Center	1 laptop					See Appendix 8
Staff Workrooms						
Technical Services & Technology	12		12		1 copier	See Appendix 7
Children's Services	7		7			See Appendix 7
Reference Services	10		10		1 copier	See Appendix 7
LEAP Literacy Services	6		6		1 copier	See Appendix 7
Outreach Services	5		5			See Appendix 7
Circulation and Materials Handling	4				1 AMHS	See Appendix 7
Other						
Main Telecommunications Room	1		1		4 servers 2 UPS	Non-assignable
Public Entrances (2)					inventory control systems	Non-assignable
TOTAL	63 PCs; 4 laptop		59			Space allocation included in Appendices 7, 8 and 9

NB: Staff workstation printers will be "All-in-One" printer, scanner, copier and FAX; those in public areas will be either individual printers or print management equipment.

APPENDIX 7: STAFF WORKSTATION SPACE ALLOCATION

Appendix 7: Staff Workstation Space Allocation

PROPOSED WORKSTATION DISTRIBUTION					
Library Area	Furniture & Equipment	Number / Conversion Factor	Space Allocation	Number of Workstations	Total Space Allocation SF
Administration					
Library Director's Office	Desk	1 @ 55	55	1	225
	Credenza	1 @ 25	25		
	Shelving unit	3 @ 10	30		
	Lateral file	2 @ 20	40		
	4-person conference table	1 @ 75	75		
Accounting Office	Desk	1 @ 50	50	1	135
	Credenza	1 @ 25	25		
	Shelving unit	1 @ 10	10		
	Lateral file	1 @ 20	20		
	Visitor's chair	2 @ 15	30		
Administrative Manager's Office	Desk	1 @ 50	50	1	135
	Credenza	1 @ 25	25		
	Shelving unit	1 @ 10	10		
	Lateral file	1 @ 20	20		
Administration Work Area	Visitor's chair	2 @ 15	30	2	280
	Workstation	2 @ 55	110		
	Kitchenette counter w/ sink	1 @ 90	90		
	Shelving unit	4 @ 10	40		
	Lateral file	2 @ 20	40		
Service Desks					
Adult Reference	Workstation	2 @ 80	160	2	180
	Book trucks	2 @ 10	20		
Children's Reference	Workstation	2 @ 80	160	2	180
	Book truck	2 @ 10	20		
Greeter/Information Desk	Mobile desk	1 @ 50	50	1	50
Customer Service Desk	Workstation	2 @ 65	130	2	250
	8' supply counter	1 @ 60	60		
	Shelving unit	2 @ 10	20		
	Book truck	4 @ 10	40		
Teen Services	Mobile desk	1 @ 50	50	1	50
Local History Room	Workstation	1		1	See Appendix 9
Other Offices					
Administrative Librarians (A, B, C)	Desk	1 @ 55	55	4	750 (150 x 5)
	Credenza	1 @ 25	25		
	Lateral file	1 @ 20	20		
	Visitor's chair	2 @ 15	30		
LEAP Program Manager	Shelving unit	2 @ 10	20		
Media Preview	AV Workstation	1 @ 60	60	1	100
	Shelving unit	4 @ 10	40		
Security Office	Workstation	1 @ 70	70	1	110
	Shelving unit	1 @ 10	10		
	Visitor's chair	2 @ 15	30		
Other Workstations					
LEAP Classroom A	Workstation	1		1	See Appendix 9
Computer Lab	Workstation			1	See Appendix 9
LEAP Reception Area	Workstation & side chair	2 @ 65	130	2	160
		2 @ 15	30		

Homework Center	Workstation			1	See Appendix 8
LEAP Tutoring Intake Room	Workstation	1 @ 40		1	40
Main Telecommunications Room	Workstation			1	See Appendix 9
Custodian's Closet				1	See Appendix 9
Staff Workrooms					
Technical Services & Technology	Workstation	12 @ 60	720	12	1,050
	Shelving unit	12 @ 10	120		
	Counter/supply cabinet	1 @ 60	60		
	Lateral file	1 @ 20	20		
	Book truck	8 @ 10	80		
	Copier	1 @ 50	50		
Children's Services	Workstation	7 @ 60	420	7	686
	Shelving unit	12 @ 10	120		
	Counter/cabinets	1 @ 60	60		
	File cabinet	4 @ 14	56		
	Book truck	3 @ 10	30		
Reference Services	Workstation	10 @ 60	600	10	860
	Shelving unit	10 @ 10	100		
	Counter/cabinets	1 @ 60	60		
	Lateral file	2 @ 20	40		
LEAP Literacy Services	Book truck	6 @ 10	60	6	486
	Workstation	6 @ 50	300		
	Visitor's chair	6 @ 15	90		
	Vertical file	2 @ 14	28		
	Supply cabinet	1 @ 18	18		
Outreach Services	Copier	1 @ 50	50	5	458
	Workstation	5 @ 60	300		
	Shelving unit	10 @ 10	100		
	Supply cabinet	1 @ 18	18		
	Lateral file	1 @ 20	20		
Circulation and Materials Handling	Book truck	2 @ 10	20	4	632
	Workstation	4 @ 55	220		
	Shelving unit	2 @ 10	20		
	Return bin	2 @ 16	32		
	Book truck	6 @ 10	60		
	Automated Materials Handling System	1 @ 300	300		
TOTAL				72	6,817

APPENDIX 8: MEETING ROOM SPACE ALLOCATION

Appendix 8: Meeting Room Space Allocation

Meeting Room	Furniture & Equipment Conversion factor	Space Allocation-SF	Total Space Allocation
Auditorium/Homework Center	Stage @ 440	440	2,975
	Seating for 200 @ 12	2400	
	4 Shelving units @ 10	40	
	Lectern @ 50	50	
	Workstation @ 45	45	
Auditorium/Homework Center Storage	10 Chair dollies @ 12	120	326
	8 Table dollies @ 12	96	
	5 Shelving units @ 10	50	
	Lap top cart @ 20	20	
	Large AV cart @ 15	15	
	Small AV cart @ 10	10	
	AV Cabinet @ 15	15	
Community Room	Seating for 80 @ 12	960	1,018
	Lectern @ 50	50	
	2 Waste baskets @ 4	8	
Community Room Storage	4 Chair dollies @ 12	48	92
	2 Table dollies @ 12	24	
	2 Shelving units @ 10	20	
	Refrigerator @ 20	20	
Kitchen	Stove/Oven @ 15	15	264
	6' Food service counter @ 65	65	
	2 Food prep. counters @ 60	120	
	Sink @ 16	16	
	Interior garbage bin @ 10	10	
	2 Waste baskets @ 4	8	
	Recycle bin @ 10	10	
Conference Room	Conference table seating 12	260	288
	Credenza @ 28	28	
TOTAL			4,963

APPENDIX 9: SPECIAL PURPOSE SPACE ALLOCATION

Appendix 9: Special Purpose Space Allocation

Special Purpose Spaces Part 1: Public Spaces			
Library Area	Furniture & Equipment / Conversion Factor SF	Space Allocation SF	Total Assignable SF
Computer Lab	16 2-person training tables @ 50	800	925
	1 mobile laptop cart @ 20	20	
	1 instructor's station @ 50	50	
	1 counter w/cabinets @ 55	55	
LEAP Children's Play Room	2 lounge chairs @ 40	80	315
	1 4-person table @ 75	75	
	1 toy bin @ 25	25	
	1 AWE computer @ 45	45	
	1 counter w/cabinets	60	
	3 shelving units @ 10	30	
LEAP Classroom A	6 4-person tables @ 90	540	820
	2 technology counters w/cabinets @ 55	110	
	12 shelving units @ 10	120	
	1 instructor's workstation @ 50	50	
Friends' Book Storage & Workroom	1 work table @ 100	100	220
	1 recycling bin @ 10	10	
	1 book truck @ 10	10	
	8 shelving units @ 10	80	
	Open floor storage @ 20	20	
Friends' Sale Area	8 shelving units @ 10	80	80
Café	6 lounge chairs @ 30	180	707
	3 end tables @ 12	36	
	3 4-person café tables @ 60	180	
	1 display case @ 30	30	
	2 food preparation counters @ 45	90	
	1 coffee counter @ 35	35	
	1 café service counter @ 65	65	
	1 commercial refrigerator @ 35	35	
	3 sinks @ 16	48	
	2 large waste baskets @ 4	8	
	1 staff workstation @ 50	50	
Local History Room	18 vertical files @ 14	252	875
	2 2-person tables @ 60	120	
	2 atlas cases @ 35	70	
	1 technology counter @ 55	55	
	1 card catalog @ 20	20	
	1 map case @ 36	36	
	2 MF cabinets @ 26	52	
	15 shelving units @ 10	150	
	1 display case @ 30	30	
	1 MF reader-printer @ 40	40	
	2 literature display racks @ 15	30	
	1 technology station @ 35	35	
	20 shelving units @ 10	200	
Children's Multipurpose Room	2 craft counters w/cabinets @ 40	80	716
1 children's play fixture @ 100	100		
1 sink @ 16	16		
1 refrigerator @ 20	20		
6 tables @ 80	480		
1 rocking chair @ 20	20		
Community Information Ctr.	2 literature display racks @ 15	30	30
Government Documents Area	1 technology station @ 35	35	235
	20 shelving units @ 10	200	

Administration Reception Area	2 lounge chairs @ 35	70	225
	1 2-person sofa @ 50	50	
	1 reception counter @ 80	80	
	1 coffee table @ 50	25	
Self Service Area	3 self check stations @ 30	90	180
	6 shelving units @ 10	60	
Copy/Print Center-1 st Floor	1 preparation counter @ 30	30	145
	1 copier @ 50	50	
	2 counters w/cabinets for print release @ 30	60	
	1 self check @ 25	25	
	1 change/vending card machine @ 10	10	
Copy Print Center-2 nd Floor	1 copier @ 50	50	140
	1 change/card vending machine @ 10	10	
	2 counters w/cabinets for print release stations @ 40	80	
TOTAL			5,613

Special Purpose Spaces Part 2: Non-Public Spaces			
Library Area	Furniture & Equipment Conversion Factor SF	Space Allocation SF	Total Assignable SF
Staff Lounge	4 lounge chairs @ 35	140	555
	4 4-person tables @ 60	240	
	35 2-stacked lockers @ 5	175	
Staff Kitchen	2 food prep. counters @ 60	120	191
	1 stove and oven @ 15	15	
	1 sink @ 16	16	
	1 refrigerator @ 20	20	
	1 garbage bin @ 10	10	
Staff Sick Bay	1 lounge chair @ 35	35	70
	1 cot @ 35	35	
Staff Delivery/Entrance	2 delivery counters w/cabinets @ 60	120	129
	1 mail bin @ 9	9	
Main Telecommunications Room	1 workstation @ 40	40	138
	2 racks @ 30	60	
	1 cabinet @ 18	18	
	2 shelving units @ 10	20	
Custodian's Closet-1 st Floor	1 cleaning cart @ 10	10	212
	1 work counters @ 30	30	
	1 heavy duty storage rack @ 20	20	
	1 hand truck @ 4 and ladder @ 2	6	
	1 workstation @ 45	45	
	1 garbage bin & wastebasket @ 14	14	
	2 industrial shelving @ 15	30	
	1 mop sink @ 6	6	
	1 sink @ 16	16	
	1 supply cabinet @ 18	18	
	1 vacuum cleaner @ 8	8	
	1 carpet cleaner @ 5	5	
	1 mop bucket @ 4	4	
Custodian's Closet-2 nd Floor	1 mop bucket @ 4	4	99
	5 industrial shelving units @ 15	75	
	1 mop sink @ 6	6	
	1 shop vacuum cleaner @ 10	10	
	1 waste basket @ 4	4	
TOTAL			1,394

Special Purpose Spaces Part 3: Non-Public Spaces - Storage			
Library Area	Furniture & Equipment Conversion Factor SF	Space Allocation SF	Total Assignable SF
Administration File/Supply Room	1 counter @ 35	35	195
	2 shelving units @ 10	20	
	10 file cabinets @ 14	140	
LEAP	6 shelving units @ 10	60	118
	1 storage cabinet @ 18	18	
	Open floor space @ 40	40	
Delivery/Technical Services	6 shelving units @ 10	60	150
	3 book trucks @ 10	30	
	Open floor space @ 60	60	
Local History Room	7 industrial shelving units @ 15	105	105
Children's	6 industrial shelving @ 15	90	160
	1 flat file @ 36	36	
	1 book truck @ 10	10	
	Open floor space @ 24	24	
Children's Multipurpose Room	1 large AV cart @ 15	15	188
	1 small AV cart @ 10	10	
	2 chair dollies @ 12	24	
	2 table dollies @ 12	24	
	1 puppet theater @ 40	40	
	5 shelving units @ 10	50	
	1 AV rack @ 10	10	
	1 easel @ 15	15	
General-First Floor	8 industrial shelving @ 15	120	204
	1 hand truck @ 4	4	
	Open floor space @ 80	80	
General-Second Floor	4 industrial shelving units @ 15	60	140
	Open floor space @ 80	80	
TOTAL			1,260

If a garage is included in the new library for the bookmobile and van, an additional 700 square feet will be needed.

RICHMOND

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