

Libraries and 21st Century Skills Webinar

Helen Wechsler: I want to welcome you to the Institute of Museum and Library Services webinar on libraries and 21st century skills. I'm Helen Wechsler here at IMLS. And before I turn the webinar over to Mary Chute, who's going to get us started, I have a few housekeeping announcements. The webinar is currently in "lecture" mode, which means the presenters can speak but all of the guests are muted. When it comes to the question and answer portion, we'll unmute you and we'll do that through audio, so you will ask your questions on your phone line. Please hold your comments your questions and comments for the question and answer portion.

You'll notice a chat box that is at the right, probably, of your screen and it maybe looks a little bit tiny, if you want to make it larger you can click on the bottom right corner of that box and extend it so it gets larger. The text, however, will not get larger, so get your glasses out for that. Speaking of the chat box, if you have any technical difficulties, you can go ahead and post those in the chat box and we'll try to help you out as we move along. We'll also use the chat box to answer some questions that might be posed by our presenters so stay tuned for that. Now, if your PowerPoint is a strange size or not a good size for you and you want it bigger or larger, go ahead and experiment with the full-screen button that's at the top on the right side of your screen, or the fit-to-screen checkbox at the bottom left. Either of those might be able to help you out.

Finally, if you're interested in getting a copy of this PowerPoint, we'll have an email at the end of the presentation and you can simply request it. So, now I want to turn it over to my colleague Mary Chute, here at the Institute of Museum and Library Services, and I think we need the next slide for a list of our participants. Mary?

Mary Chute: Thank you, Helen. That's great. Hello everybody on behalf of IMLS and the whole 21st century skills team and especially our brand new director, Susan Hildreth, I'd like to welcome you all to this session on museums, libraries, and 21st century skills. Susan wishes she could have been with us today to be able to do her first webinar welcome, but amazingly, after 10 whole days in the office, her calendar is already starting to fill up and she was unable to join us, but I told her I would send her special regards.

As we get started we'd like to find out a little bit about who's with us today. And we have several quick polls that we'd like to have you respond to. You can do this online. Our first one is going to have to do with what region of the country you're coming from. So, if you just take a second, and click that, we should be seeing some live responses right while we're here and you'll have an idea who's online with you... okay... great. I love watching this in real-time. Well, it looks like we've got some expanse here; the midwest so far is winning. Those will continue to come in.

Now we'll move onto the next poll, which has to do with what type of library or institution you're in. And this is library-focused for the most part although we recognize that everybody who's there may not be coming in from a library. We just want to see what's happening here. Oh, nice. Oh, we've got good state library representation as well as public libraries, but look at those academics, bless their hearts. Very good. And again, we'll get those numbers; they'll continue to come in for us.

And now, this one gets down a little bit to the nitty-gritty, we'd like to know how familiar you are with the 21st century skills report. It's been out there for a while, and we've been doing various activities related to this initiative. We assume you've heard something about it or you wouldn't even be online with us, but for some folks, it's not going to be something that is everyday terminology or even something that they've been exposed to. So, okay. Looks like that's our largest group, the ones that are not familiar with us. So, that gives us a chance to give you some background here.

And, I'm going to start at the beginning, although it will be a brief background here for us. And what we're doing is we're looking at learning in the future. What is learning going to look like in the future? What is learning looking like in the 21st century already? And, for IMLS, this is a realm in which we have been dipping in for probably a decade. We started off looking at the 21st century learner. I didn't even work here, and I attended an IMLS conference in November of 2001 on the 21st century learner and how our museums and libraries were going to be part of a network that supported learning in the 21st century. And by the time I started here, we were fortunate enough to be launching the 21st century librarian initiative, which again of course is looking at how our libraries can best support that, that learner and those communities. And, several years ago, we actually got pulled into this land of 21st century skills. Kind of in coordination with the partnership for 21st century skills, which was working with schools and business and was a major initiative, we felt that museums and libraries had, had a major role to play, so as we move ahead to look at what this learning looks like, we have a little four-question exercise for you. And, um, we're going to ask you to type your responses into the chat window. You're going to send those messages to all. And, I just want you to do a little bit of envisioning. We're not going to spend a lot of time on this. This is just to get our minds in the right place. What is the world going to be looking like twenty years or so from now? When today's kindergartners, those children who happen to visit your institution whether it's for story time, or if you happen to be in a museum a children's museum, when those kids have left school and they're out in the world, what do we think the world is going to be like? Specifically, as you're thinking that, what about the workplace? Not just the world in general, but the workplace itself. So, we want everybody to put a little bit of thought into that, if you can give us some of your quick ideas in a chat, that's great. But after we've pictured what that work looks like, that will lead us right into our question 2. And question 2 continues to focus on these children of today and what skills will these children need to be successful in the world that we are imagining twenty years from now. When we look ahead, what is it that they're going to need to know how to do in order to be successful, be engaged in their community, be productive citizens? What are the skill sets that we're going to need? And when I say "we," I mean those of us who are currently in the workforce, and I don't expect to be working in twenty years, but I'm sure that a number of the folks who are online will. So, what skills are we going to need? Now, question number 3 is my personal favorite. Any time we've done this, I love this one because it actually starts to encourage those of us who are having this little dream here, this little experience, is to think kind of a little retrospectively here. What were the conditions that made your own high-performance learning experiences so very powerful? Think back to a time in your own life when you indeed feel that you were extremely productive, maybe part of a high-efficiency team. But what were those conditions that made your high-performance learning so very, very powerful? I love this one because my mind immediately goes to a particular circumstance, and it puts me in

the realm that I think I want to be in when I'm thinking about learning in the 21st century. So now we come to question 4. And question 4 is taking that learning that we have experienced, thinking about what made it so powerful, and looking at your own institution in which you work today, and what would your institution be like if it were designed around your answers to those first three questions. Would there need to be changes? Maybe it would be just the way it is. Maybe you already create that kind of space that leads to creative energy and learning in the 21st century. And as you think of it, I guess I just ask you to have a little side thought, and you don't have to add this to the chat box, but you certainly can. Think about what you might do over the next month or even two at home that would start to put your answers into action are there some incremental changes that you could start to make in your institution. So, as we, as we begin to think about these 21st century skills and the changes that we may need to make in our libraries and, and museums, um, we're looking at a world that has changed, we're looking at the whole phenomena of globalization, we're looking at technology, we're looking at needing new skills to compete, um, and I think we have another slide we can bring up here that shows some shifts in the types of skills that are in demand. As we look at what's happened here, we're seeing, and I know the, the, the screen here is very tiny, uh at least the font on it, and you will have a chance to go back and look at this later, it also appears in the publication, but it's basically those routine manual skills we're seeing in that bottom red line that are declining and leveling off. Where it is the creative, the nonroutine, the interactive, the things where we're working collaboratively cognitive things, things that are going up. This is the rise that we're seeing. These are the shifts that are happening as we look at the skills that will help position today's young people and today's middle-aged people for success in a world that is changing dramatically.

I think if we move onto the next slide here, we'll be looking at what we've been terming as the "4 Cs." Of course, we're envisioning that the 4 Cs blend together with the 3 Rs and help to make a really complete education, but we're looking at trends and global awareness, financial, economic, business, entrepreneurial literacy, there's a health literacy that we know is bubbling to the top, civic literacy, environmental literacy, and of course all of these are depending upon a real deep understanding and basic core literacy. Every time we have this conversation, somebody will be in the audience who will remind us and say, "Wait a minute. If indeed we don't have that core basic literacy, we're not positioned for any sort of success." But as we look at the 4 Cs, building on these trends and responding to these trends, creativity, imagination, problem solving, the ability to collaborate, be part of a team, skills at communicating, written, oral, and critical thinking, these are the things that are going to be needed. Now, we're calling them 21st century skills, but in reality, every time I stop and look at it, I recognize that these are also skills that certainly positioned leaders in the 20th century, the 19th century, the 18th century, we can wind our clock backwards and these are universal skills, but they are going to become increasingly important, um, as we move ahead in the 21st century.

As we move onto the next slide, we're looking at some shifts in our museums and libraries that are occurring as we do this transition from the 20th century to the 21st century. What is the driving force behind what's going on in our institutions? We're finding a much more participatory role for our audience. It's not just content driven anymore. We are finding services that need to be individualized, need to be unique, need to be personalized, in some cases need to be delivered on handheld devices. We are looking at things that go in multiple directions at once. We are looking at things that are taking place in virtual space. And we are looking at a mandate

for our institutions to be part of a community and part of collaborative endeavors. So, now I'm going to ask you to take a quick look, and we're going, we're going to have another little poll here as to whether or not you would tend to agree with what we have described here as being the shifts that you're seeing going on. Do you agree that these are the shifts that are taking place? I think we should have a poll coming up here for you. Yeah. Okay. Do you agree that these are the things that are going on when you look at those items listed in that second, in that right-hand column? Okay. It's not universal. That's alright. And I do think that, you know, we have to recognize where we are in the 21st century and we also have to recognize that what we're doing is we're doing a little bit of prediction here. So, we're using our imaginations, and saying this is what we're seeing happening, but they're not necessarily happening in all places at the exact same rate of speed. And as a follow-up to this, we will have in just a minute or so here or maybe even a second, they're moving really quickly, a second poll that will be asking whether or not that second column is describing what's starting to happen in your institution. And, again, you're going to be able to say "yes," "partly," "no." And I would actually expect that perhaps we're going to find in this instance that less of it's going to be done. But then again, that's one reason that you're here, involved in this conversation to think about how you play a leadership role in moving ahead. When I look at what we have done in this 21st century skills initiative at IMLS, there are multiple project components, and we have a slide that just touches on a piece of them. There is first and foremost a report, and that's what a lot of the content in this webinar, the first part of this webinar is based on. It's what we found, we convened a meeting of expert members, people we felt were out there at institutions on the front line looking at policy decisions institutions that had already undergone change, institutions that were looking at obstacles and had some things to overcome. We designed a self-assessment tool that is not only embedded in the publication itself as a hardcopy, and that, on the slide, that's the bottom thing you're seeing there, but there is also an online version. We didn't want to be using a 20th century tool in order to encourage you to be doing this self-assessment for your 21st century skills. We had a number of conversations, we had some focus groups held with the museum community, held with the library community, we met at ALA, we met with state librarians and we pulled together what we felt would be a useful document. Our goal was not to have something that would be sitting on your shelf getting dusty.

And if we move on to the next slide here, it talks a little bit about what our goals were as we entered into this initiative. We articulated our goals as being to encourage libraries and museums to be very intentional in their 21st century practice, to enhance understanding among policymakers and other stakeholders about the integral roles that libraries and museums play in creating communities where we can have an engaged citizenry and a very competitive and successful workforce, we were trying to assist in the inventory of 21st century skills and what practices were out there that were currently in use or should be involve...evolving, we also were trying to identify goals for future operations and program improvements. Now I would hazard a guess that these goals that were our goals in this initiative are also going to be very similar to the goals that you will have should you move ahead with this initiative in your own community. You're going to be encouraging, you're going to be enhancing, you're going to be helping to inventory, and you're going to be identifying goals for future operations, as you work with other community organizations and help to create that kind of a network where you are in your place.

Now, I can't be a librarian without giving you a little suggested reading that goes along with what we're discussing here. And we have two different slides that touch on a couple of books that will be and books and publications that will be supportive. The first one, and it deserves its own slide, is *21st Century Skills*, and Bernie Trilling's book here absolutely is...ah...it's, it's based in looking at schools and 21st century skills development more than in museums and libraries, but so much of the content is very transferable, and it is from this book that we took our four-question exercise. We adapted it slightly, but it was with their permission that we said we wanted to use this to spread the message. Two other books I am sure many of you are already familiar with, but you may not have looked at them with exactly this eye are *The World is Flat* and *A Whole New Mind*. For both of these, they are looking at the skills, the trends, and the shifts that we're all experiencing, and the changes in the world that if we want to keep our institutions vital, we need to be responding to. Now, IMLS itself is encouraging proposals that come in, funding opportunities that will be promoting 21st century skills, and I have a slide that should be coming up here that talks about the different programs in which you will find a good ground for submitting proposals that can be very responsive to this entire initiative. There's a place within the Grants to States program for 21st century skills, and I'm speaking to all those state library folks out there, within our national leadership grants, 21st century librarian program, of course, our Native Hawaiian and Native American programs, in both of these cases, 21st century skills absolutely come through, and we have a new program called the Sparks! Ignition Grants that are places that, where we're looking for creative ideas a real venture an opportunity to get something just started, something that you just don't have that venture capital to begin with.

Now, in terms of IMLS' next steps we're really in the midst of all of this. Our webinars, you're living through one right now we're doing some community workshops we've done I believe four or five already and you're going to be hearing from the host of one of them shortly we also have expanded web content. We have a couple of other initiatives that are going on that very closely relate. One is the IMLS-McArthur Partnership for learning labs; this is an upcoming national grant competition that will fund the creation of up to 30 learning labs in libraries and museums across the country. And then, IMLS was mentioned in the FCC's broadband plan, and we are in the process of helping to create, again with an expert committee, a Framework for Digital Inclusion. This is a framework of what principles, elements, and characteristics need to be in communities in order to foster digitally inclusive communities that respond to and make good use of the rollout of broadband across the country.

That pretty much brings my comments to a close until we get to the Q and A session. We do have three speakers who are going to come along right behind me. I'm going to list them in reverse order and then hand things over to Mary, whose name is up here already. Our three speakers will be Luis Herrera from the San Francisco Public Library, and Luis is the person who has indeed been a host for one of these workshops that IMLS has put on in a library with a community, bringing together library and museum folks from the area along with other key community players. We also will be hearing from Jeff Patchen. Jeff is the President and CEO of the Children's Museum of Indianapolis, and he's particularly appropriate person to have here because in Jeff's museum, there is a very busy public library branch, which made him the ideal out-of-the-box person to bring on board. And then I, that brings me to Mary, who will be the person who takes over from me here. Mary is my friend and colleague, the State Librarian in North Carolina, and the key partner on one of our most exciting projects in the current year. And

Mary will be telling you all about that project and some other good things that are going on. Mary?

Mary Boone: Thank you, Mary. This is Mary Boone, as you, as you have just heard, and I'm here to talk about one of the grant opportunities that Mary Chute has just been talking about through IMLS. We at the State Library of North Carolina are partnering with WebJunction on a grant program called Project Compass. We're actually in the second year now, but if we can go to...yes...here we have the first slide, and this is the first year of the program was last year, 2009 through '10, WebJunction, which I think many of you in the public library community know, but for those of you, WebJunction is an online community which promotes a learning community actually working together to ensure that library staff have resources and training in a wide variety of, of areas, and Project Compass grant was actually awarded to them to work with us here at the State Library of North Carolina because in the previous year, in 2009, we had become very active in our state in dealing with the job search requirements that public libraries around our country are experiencing. During March 2009, we actually carried out something like nine workshops across our state working with public library staff so that they could become more familiar with the techniques of helping online job searchers, with the resources that are available for that, and working with partners, which I'll talk about more later. We found that this huge demand was taking librarians further down the road than we're usually go, and interacting with patrons, normally we have a reference or an information inquiry, helping someone find a job online is something much more interactive. Also, we were finding people were coming into our libraries who were not traditionally heavy library users, in fact many of these people who were unemployed did not have 21st century skills at all, which are necessary now in this, our first online recession. We found that we were doing a lot of very basic training, both in basic computer skills and in computer searching and information literacy, essentially.

So, this first year, what we wanted to do with Project Compass was to work with other state library agencies so that we could help them maximize the effectiveness of what was happening in local libraries in their states as well. And, in the next slide... we will look at... some of the content of this. First of all, one of our major ways of carrying out this program was through four national summits, and as you can see these were in Atlanta, in Portland, Oregon, in Providence, Rhode Island, and Denver, Colorado. Through these network...summits, we were able to reach all 50 states and representatives from the District of Columbia. We were very pleased with that. There was a great deal of interest in this program. One of the things that we were able to do was talk about not just what we were doing in North Carolina, we would start the conversation that way, but then people from all the other states would bring in, "well, we're doing this" and "we're doing that," so it became an opportunity for us to all learn from each other because there was a lot of very interesting work going on all across the country as libraries were trying to reach...ah...to meet this new demand. One of the other things that has been particularly interesting is the second dot where it says "promoting strategic partnerships with workforce agencies." We found that one of the most effective things we were able to do was to develop relationships with workforce people in our communities. The interesting thing is that this has really happened at the national level, at the state level, as well as the local level. IMLS, for example, has created a partnership with the U.S. Department of Labor's employment and training administration; here, at the state level, we're working at our workforce development division; and, at the local level we have libraries in partnership with the employment security

commission and one-stop job centers. I would like to make a note here that in one of the comments that was written in the chat room earlier, Connie, thank you Connie, wrote “more connected to agencies that serve same populations.” That has been one of the outcomes of this program. We find that they’re very happy to work with us because public libraries are open longer hours, public libraries teach computer skills, public libraries are serving their clients in a way that takes their services further than they’re able to do. So this has really been one of the most important outcomes, I think, of this grant program. Also, now, WebJunction, following these in-person summits, did online webinars and has resources on their website that enabled another, oh I think, almost 200 people to participate in this program. And one of the final outcomes that was so particularly useful was that we really got a lot of good press and we became well known in state libraries and public libraries for the work that we’re doing helping people really find jobs during this recession. In our state, this knowledge went all the way up to the governor, who is very proud of this program, and I know that in many other states, there’s been, even if it’s just your local people, who see people standing in line waiting to get into the library in the morning when it opens, it’s, it’s a new world for us in many ways and this has been very, very successful. So successful that we now have a follow-on grant, Project Compass II. Oh, before I do that, the next slide will show you, ah, a screenshot from the WebJunction webpage where you will find a wonderful report about the first year of Project Compass, entitled *A Year with Project Compass: Libraries Provide Direction in Tough Times*. WebJunction.org, and once you get onto the website you can find Project Compass, and there you’ll find not only this report you will find a lot of these workforce resources that have been gathered there as well. So then, the next slide will take us to Project Compass II, which is a follow-on grant that we’ve just begun in this year.

This year we’re going to take the program to a different level; last year we were working with state libraries, this year we want to work more directly with libraries in communities. So, in this follow-on grant, we’re again partn... WebJunction and the State Library here in North Carolina are again partnering we’re developing a curriculum that will help libraries be able to deal with the unemployed in a better way than they may have been able to in the past. We certainly hope so. This is going to begin just next week with a train the trainer program. We’re going to hold that here in North Carolina. We have representatives from ten states coming who will learn this curriculum and be able then to go back to their own states and do programs at local libraries for library staff to help them work better in this area. Project Compass II shifts the emphasis, as you see, from the state library level to the actual individual public library level. We’ll in addition, because we’re only doing this in ten states, have programs at conferences and around the country either at the state level or at the regional level, and again, WebJunction will provide online programming on their website as well as additional resources and resource sharing at WebJunction. Now, the next slide really gets into the content a little bit, and what we did here, I know that this is going to be very small type, and I don’t expect you to read everything, but you will be able to get a copy of this after the webinar. But what I wanted to do is just show you what it looks like because what we did is we started with the self-assessment tool in the publication that Mary Chute was telling you about a little while ago *Museums and Libraries and 21st Century Skills*, and that self-assessment tool there are actually three areas: the early stage, the transitional stage, and the 21st century stage. And we started in that format, but we continued to evolve it over time until we reached a point where we have, using the same framework, still a variety of different areas that we want to address. You see the main topic areas on this slide are

discovery and assessment, collections, and training and learning. We want people to dive down into this a little more with the end result being that 21st century skills are among the things that come out of this. If you, if we see the next slide, we'll see that this is a very wide piece of paper, so I had to do it on two slides. You'll see the last two areas: collaboration and communication. Again, taking a lot of things that we learned at the state library level and moving them down to the local library level. I also very much like this quote from Bernie Trilling from the *21st Century Skills* book that Mary talked about a few minutes ago: "Lifelong learning is not just an option anymore; it's a necessity! SMART is the new RICH." That makes all of us, ha, very rich I think, those of us who are working in this area. And those are the things that I wanted to tell you about Project Compass, and my final slide just helps to say that it takes a lot more than luck to find a job in this world today, and we hope that we and libraries of all types, not just public libraries, can help people who come in who've never touched a computer before in their lives, and there are plenty of people out there in that category, we are learning, learn basic skills in using computers, learn how to apply for jobs, learn how to start a small business, learn some basic financial literacy as well as information literacy, while they're in our libraries. So, we're very excited about this program, very happy to be partnering with WebJunction and IMLS on this, and we'll be glad to answer any questions that you may have later. And now, it's my pleasure to introduce you to Jeff Patchen, the President and CEO of the Children's Museum of Indianapolis. Jeff, take it away.

Jeff Patchen: Thanks so much. That was great. My name's Jeff Patchen, President and CEO of the Children's Museum of Indianapolis. I'm here in right now a very snowy and soon to be very icy Indianapolis, but I notice that the folks from the midwest have the greatest representation today, so that's really great to see all of you snowy midwesterners hang...hanging in there. The Children's Museum of Indianapolis is one of the largest in the world it's one of the few museums to have a full-service public library inside the museum setting. We're about 500,000 square feet on 19 acres 200 full-time, 200 part-time staff 110,000 objects of our...of our...in our...in our collection, one of just a handful of children's museums that are collecting museums. Our approach to learning is what we call "family learning," and it focuses on the primary principle that is children accompanied by caring adults, whether it's a parent an aunt, an uncle, a caregiver and of course, grandparents that are typically those folks who who accompany children to the children's museum. We're a full-service design and build entity, in other words, we design and build our own permanent and temporary exhibits, and we also have a branch of our work that focuses on international traveling exhibits as well. Lots of partnerships and alliances with science organizations, scientists, artists, humanitarians such as National Geographic Mattel, Nickelodeon the Supreme Council of Antiquities in Egypt, which of course we're all watching very, very carefully, and we have worked very hard to try and make this, this shift from content to audience engagement. And if we could turn to the next slide, that would be great.

I'm going to talk a little bit about how we've tried to apply some of these 21st century skills to our...to our programs. You see, there are two images here. One in our InfoZone library and the other some prototyping that we did for a permanent exhibit that will open in June called National Geographic Treasures of the...of the Earth. But it reflects, I think, our focus on audience engagement and whether it be adults, children, adults and children together and of course schools, so we're very...we're very aware of the 21st century skills and as well as all of the national and state standards that are necessary to continue to engage in...in...in public schools.

And we see this not only in the programs that we create in these two-dimensional and three-dimensional spaces, but also in our InfoZone library because the units of study that we create and the activity guides work for parents when they come to visit are also resonated...are also can be resonated and seen in the InfoZone library.

In the next slide we really by design spend a lot of time talking about cross-disciplinary immersion and there are some photos here of our immersive space called Dinosphere, which opened in 2004. And, it's an immersive space inside with real dinosaur fossils from the Cretaceous period, and a...a dinosaur lab paleolab that has real paleontologists working with fossils and engaging with our...with our visitors. It...it...it is a wonderful metaphor for how we try and bring together the arts and sciences and humanities. The sciences are obvious, the connections to paleontology, real fossils, but also, we have...the second floor of that exhibit is a paleo-art gallery, and we were able to receive a very large collection of drawings and paintings and sculptures of dinosaurs from a private collector a number of years ago. And so we include those in an immersive space that allows children and families to draw, paint, and sculpt their own their own images based on real fossils and this dinosaur art in this gallery. And, of course, telling the stories of paleontologists and what it means to be a paleontologist is part of the humanities approach, so we really have this melding of science and art and humanities: real objects, real art, and real stories. There's lots of hands-on, of course, in the space. There is there is a dinosaur dig. There is an opportunity to touch real fossils and, of course again, to talk to real paleontologists. We extend that experience in InfoZone and our library with a considerable collection of...of books and CDs about...about dinosaurs and paleontology. And then we extend that with family dig trips to South Dakota where we lease land on the Hell Creek formation, which has...is very, very rich in dinosaurs. Next slide, please.

Global awareness is also an important part of the 21st century learning skills as well as social and cross-cultural skills, and our international gallery called "Take Me There," which opened in 2009 it's a collaboration with the Tropin Museum in Amsterdam, which we believe does just an outstanding job of immersing children and families in, in other cultures, and we wanted to focus on five global perspectives in this gallery: language and communication, living spaces, the environment, which of course links to environmental learning, the marketplace, which links to financial learning, and the visual...the visual and performing arts, which also ties to a dedicated space in this gallery where you participate in a traditional celebration in modern Egyptian culture called the Saboa, and it welcomes a newborn baby 7 days after its birth into into Egyptian life. The...the exhibit is filled with real objects and there's an opportunity to meet fully themed and costumed interpreters who speak Arabic and help teach you Arabic from the time you enter that Egyptair jet there for your short 30-second flight to to...to Cairo. As you might imagine, we also happen to touch on the topic of religion in this exhibit and part of the...part of the...one of...one of the facades in the...in the exhibit touches on comparison of Islam, Christianity, and Judaism. And, we had an absolutely wonderful outpouring from not only the Islamic community but also the Jewish community and the Coptic Christian community, as...as well. So, the exhibit really became an opportunity for greater cultural understanding and awareness.

Critical problems, critical thinking and problem solving, the next slide, going to show some examples of some work...work that we're getting ready to unveil. This is...this will be a new permanent gallery that'll open in June, and it is a partnership with National Geographic, and it

will focus on archeology. And, it's...it's this incredible collaboration with some...some of the National Geographic explorers, in particular Zahi Hawass, who is again with the Supreme Council of Antiquities in Egypt who has found a new entrance to the tomb of Seti the First, so a third of that...a third of that gallery will be a new entrance into the the tomb of Seti the First, and help children uncover whose tomb may be there and a the pieces of a sarcophagus that kids will have to help put back put back together. The other third is a is a replica of the terracotta warrior dig in Xi'an, China, and that's a partnership with the Terracotta Warrior Institute and Xi'an Municipal Museum in Xi'an, China. There's some new science and new information coming out of that dig about how these incredible terracotta warriors were painted and so children will have an opportunity to not only dig for their own terracotta warriors and assemble them and understand how they're conserved, but also experiment with how what color that may...they may have been. Each portion presents a child and family with some problems to solve now that require...require initiative and, and some self-...some self-direction. The last third of the gallery is an underwater...uh...underwater excavation and discovery by National Geographic emerging explorer, Professor Charlie, Charles Beeker from Indiana University who has found the shipwreck of Captain Kidd the pirate in 10 feet of water in the Dominican Republic, and so, as we have a lab in our paleolab, we'll have... our dinosaur exhibit, we'll have a wet lab in this space as well that will allow children and families to learn more about underwater archeology and of course we're linking this back to our InfoZone with books about Seti the First, books about Captain Kidd and underwater archeology, as well as the terracotta warriors of, of Xi'an.

The last slide is just an overview of how we're dealing with the humanities and particularly the notion of leadership and responsibility, which are key 21st century skills. This gallery is it's open for four years and it, it reflects it tells the story of three, three extraordinary children who in life and death have transformed the world: Anne Frank, child of the 1940s and the Holocaust, Ruby Bridges, child of the 1960s and segregation a victim of segregation, and Ryan White a child of the '80s who overcame prejudice related to pediatric HIV. There are three history paths here the visitor goes to three immersive sound stages where the presentation can be presented with a live actor, or in a sound and lights show, or in what we call "exhibit mode." Next to this area is, is an area called "Take Ac...Taking Action," where children and families get to exhibit leadership and take responsibility for deciding how they're going to make the world a better place. They can plan what it, what it takes to, to implement their implement an idea. They can make a promise, which actually ascends up into that tree that you can see in the middle of that top row of images we have extended that program to create the "Power of Children" awards where we identify three to six kids from Indiana ages 11 to 17 each year who have done extraordinary deeds on behalf of others. They receive a 2000 dollar award to further their philanthropic work and a 4-year scholarship to Indiana University. We again link the power of children back to InfoZone with rich stories about Ruby Bridges and materials about Ruby Bridges, and about Ryan White, and about Anne Frank and, and the Holocaust. So, that's an overview of, of how we've taken the 21st century skills to create for us it's almost a set of criteria for how we create an extraordinary family learning experience that takes the form of not only 2D and 3D exhibits, but also programs in our InfoZone InfoZone library. Thank you.

It's my please now to introduce Luis Herrera, City Librarian, San Francisco Public Library, where it must be just sunny and warm.

Luis Herrera: Thank you very much, Jeff. And yes, indeed it is it's sunny and in the 60s, so hope I don't make all of you folks too jealous but it's a pleasure to be here today to talk about the San Francisco Public Library experience, particularly as as, as it applies to the 21st century skillset. And, and Jeff I have to tell you that I was really impressed with all that's going on at the Children's Museum in Indianapolis because a lot of that does speak to the issue of engagement and really having experiential experiences here with these skills. So last November, the San Francisco Public Library had the pleasure of hosting a conversation with museum and library leaders in our city where over 60 leaders came together to share lessons and promising practices about our role in fostering these skills. What I found very exciting was that there was a very strong consensus that the public library was the catalyst and the key leader and focal point in bringing together all these institutions. So, together, we developed key strategies which I want to highlight during my presentation.

The next slide highlights these key strategies. We talked about leveraging community collaborations. This is what libraries do best, so it's all about fostering and facilitating more and more community partnerships and working together. It's also about engaging learning networks to work with agencies that share our mission, whether it's schools, whether it's parent networks or nonprofits, it's really about making sure that we tie into a broad array of community learning networks. More and more we're also seeing libraries as gathering places, and librarians can play a crucial role as facilitators in community conversations, so it is about facilitating civil discourse.

Then we talked about a broader expansion of the definition of "traditional literacy." We usually think of it as, as basic reading skills, but more we're seeing "trans-literacy" mean that the impact of technology means that, folks have to be computer, media, and information literate, as well as social literacy issues such as the environment, health, and financial literacy which some of my colleagues have already touched upon.

Last, we wanted to focus on the wide range of education to take into account that we have very diverse learning styles, whether it's because of generational or age differences, or social economic diversity.

So, taking these strategies, we developed priorities for 21st century skills and it fell into, the next slide please, four different areas. We talked about in our library developing a service program that included service innovation and technology, community partnerships, community engagement, and workforce development. So in the time that I have allotted, I'm going to give you highlights of the services and programs that tie into these priorities but more importantly, how they connect with 21st century skills.

So, when we talk about the next slide, which is about service innovation and technology, what you see on the slide, the next slide, are screenshots of programs that we have implemented here in the San Francisco Public Library. We recognized the importance of innovative service and the use of technology to meet the new trends in mobile learning. We also know that in the report, it talks about mobile learning becoming more and more of a trend and also having access to online training almost 24/7 was very important. So during the course of the prior year, a service innovations staff team here in the library, focused on user needs in this environment. And we learned that mobile computing is indeed the fastest growing mode of accessing the Internet,

especially for people who fall in the digital divide. So what we felt was important was to create a multilingual mobile web device that allows users to search the catalog, library events, programs, and even email reference from your mobile phone. And you see that on the far-hand right.

Another innovation was the creation of an online tutorial on popular employment websites on the Internet. This also included a step-by-step process for searching employment opportunities. This online tool was also developed as part of an IMLS grant with OCLC's WebJunction as a key partner. And what we feel is so important is that this has really, really been a useful tool particularly during the economic recession and high unemployment, so it meets a critical demand with more and more folks who apply online and learn the basic computer literacy skills this tool is, is a viable contribution. The library also partnered with the Kent County Library to develop a U.S. citizenship resource guide on the web, which provides multilingual guides, exam practice questions, and community resources for the U.S. citizenship examination. The resource, as you see on the screen middle of the screen is in English, Spanish, Cantonese, Mandarin, and Russian, and it has had a phenomenal response because we realize how important this is to respond to the community need out there and the demand.

The library also created a laptop lending program for in-house use and it also has a variety of mobile applications. And to our enjoyment, we've seen this become the highest circulating item in our collections; over 14,000 laptops were checked out just in the last 6 months. What this tells us is that it's, it's not only expanding access to technology, but it's helping us bridge the digital divide and specifically helps to address the information, media, and technology skills, along with global awareness. Next slide, please.

In terms of community partnerships, we also realized that it's really important for libraries to address collaborations if we are to succeed in 21st century skills development. Earlier I mentioned that trans-literacy was becoming an important aspect in developing these skills. And here in San Francisco we have indeed fostered a culture of partnerships one of the ideas that we've had is to work with the Arts Commission to develop a very successful Writer's Corps program where we match authors and professional writers with at-risk youth in our neighborhood libraries, in our schools to develop not only their creative talent, but also to express and develop basic writing skills. This program was recognized this year by the IMLS and the First Lady Michelle Obama as one of the key programs, the successful programs in literacy development. As I mentioned, trans-literacy goes beyond reading, and the library's also taken a leadership role in advancing environmental literacy. We have what we call a "Green Stacks" program, so in San Francisco there's a tremendous amount of interest in sustainable living, the environment, so the library wanted to play a key and, and focal point by becoming the one-stop web portal that features resources on sustainable building practices and our collections and programs that support that. We're in a very active capital improvement program, and our libraries are either elite silver or gold, and all of this plays into informing and educating the public about the environment.

The next slide speaks to the issue of community engagement you see here a variety of programs also that address basic, scientific, and visual literacy all the way to communication and cross-disciplinary thinking. All these which are a range of learning and innovation skills, are, that are a

part of the 21st century portfolio. This can happen by engaging the community; partnerships with nonprofits child development centers, and parents, for example, have been key to our success in our early literacy initiative. It's called the "Every Child Ready to Read," which many of us are familiar in the public library sector, but here in San Francisco, the library increased the number of story times for children, birth to 5 years by almost 200% by engaging daycare centers childcare providers and the initiative, as well as parents. And, in our annual survey, 95% of the adults who bring children to story time now say that they read more often with their child, check out more library materials, and identify the library as an important school readiness resource due to the "Every Child Ready to Read" program. You'll also see a huge human-sized hand puppet here that's our library's classical music fest, which was tout, touted as the biggest little music fest in San Francisco we had toddlers shaking, rattling, and rolling around the city, all related to music and literacy.

And one of our newest programs that's been in place for about 6 months is "Check Out San Francisco," family pass. It's a partnership with the library and the Department of Children, Youth, and Families that provides free passes to 17 cultural attractions ranging from the zoo, the Academy of Science, the Asian Art Museum, a whole litany of cultural organizations. That's provided an average of 1500 free passes each month and again, many of these children and families have, had never visited the attractions, perhaps could not afford them but this partnership has really made the library the focal point of creating that wonderful experience throughout the city. Next slide, please.

In workforce development, I believe that this is in fact the most critical priority for addressing 21st century skills. Public libraries are learning organizations, and they need to invest in enhancing the skills portfolio of their staff as well as in helping develop the workforce in our communities. The library has developed its own leadership academy to expand the skills portfolio of our staff. What you see here is a variety of workshops through GENPL, which stands for the next generation of public library leaders. It's a multi-year strategy to grow future leaders that understand the complex role of libraries in our communities and how they can demonstrate leadership at the neighborhood level. This touches on a litany of skills related to civic literacy, local and global awareness, and life and career skills such as adapting to change, self-direction, cross-cultural skills, and all aspect of leadership development, and it really has created this kind of culture of engagement and culture of change within staff in a large urban library.

The other success within this workforce development is related to what Mary Boone earlier talked about in terms of Project Compass, which was the workforce and employment opportunities and libraries. Indeed, the nature of work is changing, and many are using computers to look at career job opportunities. Last year, we saw 500,000 hours of computer use in the library, and 25% of the people using computers here in San Francisco, were using them for employment purposes. So, we obviously saw the need for more access to computers, to work on resumes, fill out online applications, even learn basic computer skills. The job seekers lab that we have utilized here provides one-on-one support to learn these job-seeking skills and also to apply technology effectively. In other words, it addresses the key 21st century skill of information, communication, and technology literacy.

And last, we have a small business center that is working very, very closely with entrepreneurs in the city to provide materials on how to plan, finance, organize, and how to operate in the small business environment. And particularly when the economic recession has had an impact this has been a very important role the library has played in business development.

So, these were a series of examples of how we're taking our program strategy to address the 21st century skills but we've learned a lot, and so the, the last slide speaks to the issue of what's worked for us. In terms of the library, we feel that we're positioning the library from a, a vision, an idea of working closely in the community to a strategy for success. And several aspects have kept us in check. First of all, we focus on outcomes and impact. In other words, what is it that we're doing? What value do we bring to our community in the various programs? And, what difference are we making? Resources are limited, so leveraging resources and partner, partnerships are extremely important. I'm very proud to say that the city looks at the library as a model of engaging partners this includes other city agencies, nonprofits, as well as the private sector. It's also important that libraries are quick to respond, that they create organizations that seize opportunities, particularly with diminishing resources.

And, last, I'll leave you with the fact that it's important to share our stories, to brag about what we do, to talk about how we make a difference, and to be assertive and strategic in telling the community stakeholders the key role that we play and the value that we bring to the quality of life of our residents and users. Thank you.

Mary Chute: This is Mary I just want to thank Mary Boone, Jeff Patchen, Luis Herrera for, and all of you for joining us for this webinar. And I guess at this point, I think, I'm not sure exactly what logistics are working in the other room, but I believe the lines will be unmuted and people will have an opportunity to call in with some questions and whoever is the best person to answer will be doing that answering. So, please accept my gratitude for everybody's wonderful participation, and I hope we've sparked some curiosity and spurred some questions.