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**Mesquite Library Program Document
A Cultural Connection To The World**



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“It’s never enough to just tell people about some new insight. Rather, you have to get them to experience it in a way that evokes its power and possibility.”

- John Seely Brown

Introduction

In May 2015, Margaret Sullivan Studio and Pugsley Simpson Coulter Architects were hired to design a program for the Mesquite Library.

The new Library will be located at 105 West Mesquite Boulevard, at the northeast intersection of Mesquite Boulevard and Desert Drive in Mesquite, Nevada. Serving a population of over 17,000, the Library is anticipated to be used by local Mesquite citizens and neighboring regional communities. The project is intended to begin design in November 2015; construction to commence Summer 2016; and a ribbon cutting for a new Mesquite Library slated for the Summer of 2017.

This document represents a three-month programming and community engagement process to design a program for a new Library building and to renovate the existing Library.

The Mesquite Library will be a community campus, comprised of two buildings in the heart of downtown Mesquite. The two buildings will create an opportunity for dynamic outdoor space that has the potential to be as vibrant as the Library buildings! The two buildings of the Mesquite Library campus will be a vibrant Community



Center (the new 16,000 SF library) and a Learning Center (a renovated existing 5,464 SF library).

When you walk into the new Mesquite Community Center, you will see a flurry of activity with people of all ages enjoying the library facility. It will have the look and feel of a community bookstore with an open café, popular browsing materials and a dedicated area for the community to buy books. There will also be a variety of lounge seating that will be Mesquite’s Living Room. You will see families and community members of all ages reading together, playing board games at the tables together and slowing down and visiting with a cup of coffee. You may see a family with children of all ages engaging in a variety of activities: the 4 year old may be nestled with a mom in a lounge seat reading a board book; the 8 year old may be on the floor building with Legos; the 12 year old may be hanging out at the café with his friends working on a school project. This will be the heart of the community that will be more than just a Library; it will be an iconic gathering place for Mesquite!

This new building will also have dedicated spaces for a variety of activities, including a quiet reading room (the “den”) for seniors to gather and enjoy each other’s company, watching the morning news and recreational activities like bridge and card games. There will be a dedicated space for families and youth to play in the children’s area. And at certain times of the day, the library will feel like it is being taken over with youth and families!

Mesquite Library will also be a dynamic cultural center. The community meeting room will be abuzz with activities like

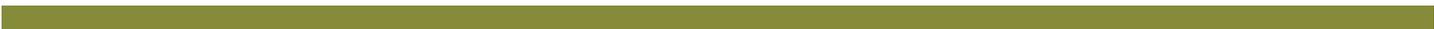


community concerts, community theater and community movie night!

Across the street will be a dedicated Learning Center hosting classes on everything under the desert sun, from computing to coding, to movie making to gardening. Although classes are offered for all ages, the seniors love that they have a place dedicated to life-long learning. Classes will be taught by librarians, community partners and volunteers. There will also be a dedicated social services center that will connect the community with social and government resources.

The spirit of volunteerism and community partnerships will be a hallmark of this Library. The community leaders will also be extremely proud of the Mesquite Library “campus”. It will be an economic development catalyst, enhancing the quality of life for the entire region.

The design team wants to thank all the participants who made this document possible. This is a Mesquite Library program created by and for a proud community, dedicated to an enhanced quality of life for its citizens and the region!



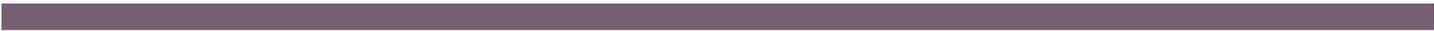
Vision:

A Cultural Connection To The World





**SO MANY THINGS
TO DO AND LEARN
IN OUR COMMUNITY**



**PUBLIC LIBRARIES
CREATE A
TOWN CENTER
PUBLIC LIBRARIES
CONNECT
COMMUNITIES
CULTURALLY,
SOCIALY, AND
WITH FAMILIES
PUBLIC LIBRARIES
ARE A SETTING FOR
LIFE AND RITUALS**

Library As Town Center

But FIRST, let's go to the library!

The Mesquite Library Campus will be an economic development engine, and place of pride for the community, advancing the quality of life for all citizens and visitors.

The following program outlines both a qualitative and quantitative framework that will inform not just a building or library, but a vibrant community and cultural place; one that will transform its users daily lives and be a source of great pride for a community that will undoubtedly be enriched by its services.



Learning Culture

The Mesquite community is dedicated to life-long learning. The Library will have an opportunity to capitalize on this culture and be an active and vibrant learning center promoting a variety of learning cultures.

Some of the key themes that arose during the community engagement workshops were the following, with brief definitions and why this will be important for the Mesquite community.

Intergenerational Learning & Play-Based Learning

Please see supporting information on the following pages.

1. CMEC Statement on Play-Based Learning.
Council of Ministers of Education, Canada.
2. Cole, Debbie. (2012) Play-Based Learning.
Ascot Kindergarten, Australia.
3. Play-Based Learning
Northern Territory Government, Teaching, Learning and Standards Division, Australia

FACT SHEET

**generations
United**

Because we're stronger together

The Benefits of Intergenerational Programs

Introduction

In 1963 the first widespread intergenerational program, the Foster Grandparent Program, was created as a component of the “war on poverty.” The program’s primary purpose was to provide opportunities for low-income persons aged 60 and over to provide supportive one-to-one services to children with special or exceptional needs while reducing isolation and poverty among the elders. Since that time, intergenerational programs have evolved to include people of multiple ages and address a broad array of social concerns. Topics covered through intergenerational programming include changes in family structure, drug use, violence, and bridging stereotypes and cultural differences. Generations United, the national organization focused solely on improving lives of children, youth, and older adults through intergenerational strategies, is the central source of information on intergenerational programs and maintains an on-line directory of programs from around the world.

What Are Intergenerational Programs?

Intergenerational Programs are social vehicles that offer younger and older generations the opportunities to interact and become engaged in issues concerning our society.¹ These programs purposefully bring together people of different generations in ongoing, mutually beneficial, planned activities, designed to achieve specified program goals. Through intergenerational programs people of all ages share their talents and resources, supporting each other in relationships that benefit both the individuals and the community. Successful programs are based on reciprocity, are sustained and intentional, and involve education and preparation for all ages. Young and old are viewed as assets not problems to be solved.



Photo: Juliann Joerres

Why Intergenerational Approaches?

Older People as a Resource:

Americans over the age of 65 volunteer more time, an average of 96 hours per year, than any other segment of the population and are often the most reliable and committed volunteers.² The estimated dollar value of the volunteer time of American adults through volunteer activities and time spent caring for family members in 2000 was

equivalent to \$239 billion dollars.³ This is, however, a largely untapped volunteer pool with only 24.8% of older adults volunteering in 2005.⁴ However, older Americans do not just want to volunteer at things that take up their time, they, like young people, want meaningful and substantial volunteer opportunities.⁵

Youth as a Resource: Younger volunteers are able to provide companionship to older people and participate in service projects both to assist older adults and to serve alongside older adults to benefit their community. According to the Corporation for National and Community Service, 38% or an estimated 10.6 million students reported that they have participated in community service.⁶ Youth volunteering is at record levels, they are more likely to be very engaged in their communities than their predecessors.⁷

The Aging Population: The U.S. population age 65 and over is expected to double in size within the next 25 years. By 2030, almost 1-out-of-5 Americans, some 72 million people will be 65 years or older. The age group 85 and older is now the fastest growing segment of the U.S. population.⁸

“Somehow we have to get older people back close to growing children if we are to restore a sense of community, a knowledge of the past, and a sense of the future.”

~ Margaret Mead

Changes in Views of Retirement: 50% of Americans age 50 to 70 are interested in taking jobs – now and in retirement – that help improve quality of life in their communities.⁹

Change within Families: Family members are living further apart from each other and are losing their natural intergenerational composition.

Age Segregation and Isolation Among Generations: Society has become more age-segregated, providing very little opportunity for interaction between the generations. Intergenerational programs provide a venue for regular contact, while encouraging people of different generations to advocate for one another.¹⁰

Gaps in Services Provided to Children and Youth: There is a strong need for tutors, role models, mentors and creative programs for children and youth in urban and rural communities.

Gaps in Services Provided to Older People: Increasing numbers of older people with varying supportive needs will require more innovative adult care programs.

Examples of Intergenerational Programs

Young Serving Old: Friendly visiting in homes or senior living facilities; home services; teaching computer skills or English as a second language; and service learning projects such as oral histories.

Older Adults Serving the Young: Mentoring programs; child care centers with older adult staff or volunteers; teen parenting guidance; tutoring and telephone reassurance.

Older Adults and the Young Serving Together: Performing/visual arts programs; family support programs; environmental preservation and community service.

Older Adults and the Young Sharing Sites: Intergenerational community centers; childcare centers in senior housing and senior centers in schools and libraries.

Benefits for Older Adults

Studies show that active and engaged older adults remain in better health. Older adults who volunteer live longer and with better physical and mental health than their non-volunteering counterparts.¹¹

Enhance Socialization: Older adults want to remain productive and engaged in the community. A way to prevent isolation in their later years is to increase interaction with children and youth.¹² Forty-five percent of Americans working in retirement say they want to work with youth.¹³



Photo: Martha Spinks

Stimulate Learning: Older adults learn new innovations and technologies from their younger counterparts. They want to continue to use the skills they have acquired in their lifetimes as well as acquire new ones. Motivation and commitment to intergenerational programs comes when they feel they have taken part in their development.¹⁴

Increase Emotional Support: Regular participation in structured social and productive activities and membership in large social networks have been shown to independently benefit health and functional outcomes as people age.¹⁵

Improve Health: Older adults who regularly volunteer with children burn 20% more calories per week, experienced fewer falls, were less reliant on canes, and performed better on a memory test than their peers.¹⁶ Also, older adults with dementia or other cognitive impairments experience more positive effect during interactions with children than they did during non-intergenerational activities.¹⁷

Benefits for Youth and Children

Volunteerism and civic engagement among youth is very strong today. Being involved in the community has many benefits including developing skills, values, and a sense of empowerment, leadership, and citizenship.

Improve Academic Performance: Children build their foundation for reading and related activities from kindergarten through third grade, playing an important role in literacy development.¹⁸ In schools where older adults were a regular fixture (volunteers working 15 hours per week) children had more improved reading scores compared to their peers at other schools.¹⁹

Wherever there are beginners and experts, old and young, there is some kind of learning going on, some kind of teaching. We are all pupils and we are all teachers.

~ Gilbert Highet

Enhance Social Skills: Interacting with older adults enables youth to develop social networks, communication skills, problem-solving abilities, positive attitudes towards aging, a sense of purpose and community service.²⁰ Volunteering also promotes good self-esteem. Young children who interact with older adults in a co-located facility, or shared site, experienced higher personal and social development by 11 months compared to children in non-intergenerational facilities.²¹

Decrease Negative Behavior: Youth involved in intergenerational mentoring programs are 46% less likely to begin using illegal drugs, 27% less likely to begin using alcohol, and 52% less likely to skip school.²²

Increase Stability: Children and youth gain positive role models with whom they can interact on a regular basis. They develop many positive relationships to civic attitudes and behaviors including volunteering habits, sense of efficacy and trust.²³

Benefits for the Community

Strengthen Community: Intergenerational programs bring together diverse groups and networks and help to dispel inaccurate and negative



Photo:Richard Derwald

stereotypes. Sharing talents and resources help to create a unified group identity. Children, youth, and older adults are less alienated while the community recognizes that they can be contributing members of society. These programs also help preserve historical and cultural traditions, enhance community spirit and strengthen partnerships among community organizations and individuals.

Maximize Human Resources: Intergenerational community service programs can multiply human resources by engaging older adults and youth as volunteers in different types of opportunities and populations.

Encourage Cultural Exchange: Intergenerational programs promote the transmission of cultural traditions and values from older to younger generations, helping to build a sense of personal and societal identity while encouraging tolerance.

KNOW THE FACTS...Common Misconceptions about Intergenerational Programs

Myths

Facts

You just need to bring young and old together for instant intergenerational magic

Preparation, planning and training are necessary to successful intergenerational programs and must be used to prepare young and old for the experience.

Older adults are not interested in volunteering with children and youth.

59% of Americans over age 55 currently volunteer and say retirement is a time to be active and involved in the community, to start new activities and set new goals.²⁴

Young people admire people in the media most (athletes and entertainers)

When asked to name someone they admire, 18-25 year olds are twice as likely as older Americans to name a family member, teacher, or mentor.²⁵

Only a parent can effectively teach a child values

Connectedness to another adult, such as a mentor is highly effective in helping youth.²⁶

Maximize Financial Resources: When groups representing young and old approach local funders, they have a better chance of response because funders can see a broader use of their investments. Intergenerational programs can save money and stretch scarce resources by sharing sites and/or resources.

Expand Services: Intergenerational community service programs can expand the level of services to meet more needs and address more issues.

Inspire Collaboration: Intergenerational programs can unite community members to take action on many different types of issues that address human needs across the generations.

Conclusion

Research shows that when the generations come together everyone benefits, children and youth, older adults and the community at large. There are clear positive outcomes for all involved. Children are exposed to their elders' traditions and wisdom. And because of these interactions, adults are able to expand their social networks and stay physically active, which betters their health outcomes. Communities benefit when all are engaged and feel included. Intergenerational programs help to dispel age-related myths and stereotypes. They can also address societal concerns such as literacy, environmental issues, health, crime prevention, and much more. Public policies can support intergenerational programs through the promotion of intergenerational civic engagement and encouragement of intergenerational solutions to community issues. Connecting generations through programs and public policies makes sense. Together we are stronger.

generations united

Because we're stronger together

Generations United (GU) is the national membership organization focused solely on improving the lives of children, youth, and older people through intergenerational strategies, programs, and public policies. GU represents more than 100 national, state, and local organizations and individuals representing more than 70 million Americans. Since 1986, GU has served as a resource for educating policymakers and the public about the economic, social, and personal imperatives of intergenerational cooperation. GU acts as a catalyst for stimulating collaboration between aging, children, and youth organizations providing a forum to explore areas of common ground while celebrating the richness of each generation

For further information, please contact:

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Phone: 202-289-3979 • Fax: 202-289-3952 • Email: gu@gu.org

The GU website at www.gu.org contains additional information about intergenerational programs and public policy including the on-line intergenerational program directory.

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¹ Generations United (2002). *Young and Old Serving Together: Meeting Community Needs Through Intergenerational Partnerships*. Washington DC

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PLAY BASED LEARNING

Written by Debbie Cole

As adults we all have memories of childhood play, times when we could pursue our own interests, create adventures and explore new ideas. Our play was both planned and spontaneous, and utilised a vast range of natural, found, man-made and bought materials. Through these experiences we gained new skills, tested our abilities, formed friendships and became increasingly adept at navigating our way through the world.

Children today are immersed in technology and popular culture, and have increasing expectations placed on them regarding academic achievement. This places greater pressure on care and education environments to provide programs that focus on and maintain academic pursuits. However the importance of play as a vehicle for learning cannot be underestimated. Early childhood education has a long history of valuing play and this understanding is becoming more prevalent in primary education. It is also emphasised in the new national and Victorian frameworks for early years education and is being revitalised across many children's services.

Promoting play based learning requires adult to rethink their notions of play and develop programs that integrate play and learning into the curriculum.

'Research shows that children are playing-learning individuals. In an open and tolerant atmosphere, where children are free to make their own choices, both play and learning dimensions will be present. Children do not separate play and learning unless they are influenced by adults.' (p.3 Pramling Samuelsson, 2008)

What is play based learning?

- Play based learning draws from children's natural desire to engage in experiences based on their interests, strengths and developing skills. When children initiate play, they are more motivated to learn and develop positive dispositions towards learning. The educator's role in supporting play based learning is vital. Belonging Being and Becoming The Early Years Learning Framework for Australia (2009:15)

outlines the many roles educators take in play and the range of strategies they use to support learning. These include: Engaging in sustained shared conversations within play experience to extend children's thinking

- Providing a balance between child led, child initiated and educator supported learning
- Creating learning environments to support learning
- Interacting with babies and children within play to build attachment
- Supporting the inclusion of all children in play
- Recognising spontaneous teachable moments as they occur and using intentional teaching strategies such as demonstrating, and engaging in shared thinking and problem solving

A play based program;

- Incorporates children's ideas and interests into planned experiences and routines
- Utilises children's ideas and interests to extend and create new experiences
- Utilises indoor and outdoor areas to facilitate play and learning
- Offers a variety of play spaces, e.g. art, dramatic play, sensory, construction
- Offers a range of open-ended experiences and materials
- Enables children to self select materials and play independently
- Enables children to transform play spaces



- Allows children to play for extended periods of time without interruption
- Allows children to extend their play and projects for extended periods
- Allows children to work alone or with others
- Caters for different abilities and learning styles
- Connects experiences to children's lives
- Links children's investigations to key learning areas or outcomes
- Offers flexible routines that have minimal disruption to children's play

Benefits of play based learning

'Play provides the most natural and meaningful process by which children can construct knowledge and understandings, practice skills, immerse themselves naturally in a broad range of literacy and numeracy and engage in productive, intrinsically motivating learning environments. (p.21, Walker, 2007)

A play based program has many benefits for children as it facilitates the development of skills, dispositions and knowledge. As effective play based program can assist children to develop lifelong learning skills that will stay with them beyond the early learning environment. Engaging in play based learning enables children to use and develop thinking skills such as problem solving, reasoning and lateral thinking. It offers opportunities to interact with others, develop communication strategies and work in collaboration with peers and adults. It can foster literacy,

numeracy and the development of scientific concepts. As children are empowered to make decisions and initiate play, they become confident and motivated learners. This in turn fosters responsibility and self regulation. Play also provides children with many opportunities to resolve conflict, challenge unfair play and embrace diversity.

What does play based learning look like in practice?

The aim of the play based program is 'to promote a sense of wonder, exploration, investigation and interest in a rich range of materials, resources and opportunities in which the child can engage. (p. 30, Walker, 2007) The child is viewed as being instrumental to the way in which materials and equipment are selected and organised within the environment. Such environments are often described as child focused as children are constantly engaged in meaningful learning experiences. While children's interests form the basis of the program, the environment needs to be carefully planned and presented in ways that are inviting to young children. All experiences are based on supporting a balance of child and adult initiated ideas and investigations, and utilise the indoor and outdoor areas equally. Specific play spaces or areas may be arranged to within the environment to engage children in different areas of learning such as art, literacy and construction. Within each area children should be offered a range of open-ended and loose materials that can be used across different abilities and diverse interests. This is particularly important for mixed age grouping however within a single age group, it also enables children to explore their interests using their individual strengths and skills. As these aspects can differ greatly between children, an effective play

A play based program does not limit or reduce the role of the adult in children's play. Although children are less likely to want adult intervention in their play as they become older, an interested adult can still play a critical role in enhancing children's play and learning.

based program actively supports and includes all children.

A key element of the play based program is the opportunity for children to pursue their interests for extended periods of time. Many programs for children rely heavily on themes, pre-planned activities and constant change. Regardless of how often children attend the program, it is vital for play spaces and experiences to be offered over extended periods. This enables children to fully explore materials and master new skills through repeated practice. When guided by children, the educator will soon become aware when experiences and materials need to be changed, extended or removed from the program.

It is also important to consider aspects such as storage and how children's play and learning will be displayed and shared with families. As children becoming increasingly competent, it is essential to offer more opportunities for self selection and independent play. Children should be free to move equipment and select materials from open shelving and storage areas. These opportunities empower children to construct their own learning and scaffold the learning of others. An effective program also supports self regulation and encourages children to become more responsible for their own play and learning.

The role of the adult in play based learning

A play based program does not limit or reduce the role of the adult in children's play. Although children are less likely to want adult intervention in their play as they become older, an interested adult can still play a critical role in enhancing children's play and learning. Effective play based learning requires adults to have a strong image of the child and view them as capable, competent

and co-constructors of the learning environment.

The adult develops positive relationships with children and families and uses their observations of children, information from families and colleagues, and meaningful interactions with children to determine the curriculum.

As this knowledge changes, the program is also adapted to mirror children's changing interests and skills.

The role of the adult in the play based program is to;

- Interact with and observe children to gain insights into their interests, skills and knowledge
- Be responsive to children's cues and the way they use the environment and materials
- Seek information from families and colleagues to better understand children and plan for their learning
- Create inviting play areas with open-ended materials
- Create an unhurried environment where children have time to explore and extend their investigations
- Seek out resources and information that will extend children's interests and learning
- Provide modelling and instruction when required
- Offer suggestions and encourage children to learn from each other
- Modify play areas as children's interest change
- Be an active learner

Documenting and assessing play based learning

Regulations and quality assurance require all children's services to plan and document the program. While this is a valid reason for documentation, it should not



be the sole purpose for the methods chosen to record information. More importantly, documentation should make children's play and learning visible to the child, family and wider community. It should capture children's interests, skills and knowledge and highlight changes as children grow and develop. Children should be active contributors to individual and group documentation, and families should also be encouraged to share and exchange information with educators. Documentation should enhance children's learning and provide positive accounts of children's participation in the program.

The documentation used to assess children's learning can take many forms, however the methods selected needs to meet accountability requirements, reflect the service philosophy, be meaningful for the intended audience and manageable for educators. When all of these aspects are considered, documentation is more likely to offer a real insight into children's play and learning. Both the national and Victorian early years frameworks discuss the importance of assessment for learning and highlight key elements of effective assessment.

High quality documentation captures children's learning on a regular basis and uses a systematic approach to ensure the learning of all children is made visible. Educators need to consider factors such as time, the availability of resources and the experience of staff when determining methods of documentation. Families should also be engaged in ways that reflect the diversity of each community.

Early Years Learning Framework and Victorian Early Years Learning and Development Framework

The recent introduction of these frameworks provides

educators working with children in the early years consistent guidelines for practice. Play based experiences provide rich holistic opportunities for children's learning across all the five Learning Outcomes in the EYLF. A single play scenario may well provide opportunities for learning in multiple or all learning Outcomes at the same time.

The outcomes also enable educators to create learning environments that support children's learning and provide consistent language for making children's learning visible.

Conclusion

Play is vital to children's wellbeing and sense of belonging, and forms the basis of who they become in the future. These elements form the vision of the national framework and should be reflected in a play based program. When play and learning are woven together, children are more likely to develop positive dispositions towards learning and real understandings of the world around them. This enhances their sense of self and gives them a strong foundation from which they can become competent and capable individuals in a changing world.

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play-based learning



The importance of play-based learning

Why is a play-based approach important?

Play is the way most humans, but especially young children, make sense of their world. Play-based learning is an important way to develop active learning. Active learning means using your brain in lots of ways.

When children play, they

- Explore the world – natural and social
- Develop and practise social and language skills that may be more complex than in everyday activities
- Expand and challenge their physical skills
- Experiment with new ideas including symbolic competence required for formal learning
- Enhance their self-confidence
- Think and express themselves creatively
- Respond to experiences with or without language
- Develop their sense of self and identity.





What does play look like?

- Children may play on their own in solitary play; alongside someone else but independently in parallel play or with other children in cooperative play
- Play may be structured, where someone else makes the rules and decisions
- Play may be unstructured, where the child is self-directed or takes all the initiative.

What can children learn in play?

- positive attitudes of self-motivation and self-direction
- self-confidence
- cooperation and group values
- curiosity, persistence and concentration
- language and numeracy.

We can support children's play by

- allowing for extended periods of time for children to remain in 'the flow' of their play
- providing resources such as safe household items and materials
- making enough space to focus on the play activity
- catering for choices of activity, materials and equipment
- role-modelling to encourage and extend ideas
- challenging them with more complex thinking, novel ideas or experiences

More information is available from
Teaching, Learning and Standards Division
8999 3707 or www.deet.nt.gov.au

Users

BLUE COLLAR ADULTS & THEIR KIDS

YOUNG PARENTS

SENIOR SUN SEEKERS

DO-IT-YOURSELF MENTALITY

PARENTS WHO WANT THEIR KIDS TO

SUCCEED IN SCHOOL

DIGITAL LITERACY

SPANISH SPEAKING HOMES

OUTDOOR LIFE

MOUNTAIN CULTURE

HEALTH CONSCIOUS

HISPANIC YOUTH

WI-FI AND COMPUTER USERS

SPORTS FANATICS



Outcomes

**CATALYST FOR DOWNTOWN
SCHOOL READINESS
OUTREACH TO HISPANIC COMMUNITY
WORKFORCE READINESS
DIGITAL LITERACY & ACCESS
SOCIAL SERVICE ASSISTANCE
ENGLISH LANGUAGE MENTORSHIP
TEEN PROGRAMS
INTERNET ACCESSIBILITY
COMMUNITY CENTERED
AWARENESS OF LIBRARY SERVICES
RECREATIONAL EXPERIENCES
PUBLIC SPACE PEOPLE WANT TO BE
EXPERIENTIAL EDUCATION
COMMUNITY BOOK STORE & CAFE
VIRTUAL CONNECTION TO WORLD
PRE-LITERACY
COMPUTER EDUCATION FOR ALL AGES
SAFE SPACE FOR TEEN HANG OUT**

Programs

FREE PROGRAMS!

TUTORING

NATIVE AMERICAN DANCE

SYMPHONIES

DIGITAL LITERACY CLASSES

ART MAKING

FILM SCREENINGS

STREET FESTIVALS

FARMERS MARKETS

RECREATIONAL ACTIVITIES

OUTDOOR MUSIC

BI-LINGUAL STORYTELLING

HOT-AIR BALLOON EVENT

TRAIL NETWORK

OUTDOOR EDUCATION

SENIOR LEARNING PROGRAMS

CULTURAL ENTERTAINMENT

BOOK FAIRS

TOURING EXHIBITS

TRAVEL CLUBS



Activities

BOOK STORE & COFFEE SHOP

INTERNET & COMPUTER ACCESS

E-MEDIA CLASSES

QUIET STUDY

CONNECTION TO VARIOUS TECHNOLOGIES

CONNECTED LEARNING

TUTORING/MENTORING/HOMEWORK HELP

BASIC ENRICHMENT CLASSES FOR

ADULTS AND SENIORS

RECREATIONAL EXPERIENCES

SOCIAL SERVICES

WORKFORCE DEVELOPMENT

MUSICAL & THEATRICAL PERFORMANCES

LEGO/STEM ACTIVITIES

DO-IT-YOURSELF

LANGUAGE INSTRUCTION & DISCUSSION GROUPS

TRAVEL

Life Rituals

FARMERS MARKETS

MOVIES IN THE PARK

STREET FESTIVALS

RECREATIONAL ACTIVITIES

OUTDOOR CONCERTS

HOT AIR BALLOON EVENTS

GOLF

CASINOS

HOME IMPROVEMENT

CIVIC & COMMUNITY GROUPS



Partners

COLLEGE OF SOUTHERN NEVADA

CASINOS

CHURCHES

COMMUNITY RELATIONSHIPS

TUTORING

SCHOOL READINESS

NEVADA SENIOR SERVICES

UNIVERSITY OF NEVADA COOPERATIVE

EXTENSION NUTRITION DEPARTMENT -

BI-LINGUAL NUTRITIONAL SERIES

SPORTS ORGANIZATIONS

MOVIE SHOWINGS

THEATRE, DANCE, MUSIC GROUPS

SOCIAL SERVICES

MESQUITE FINE ARTS GALLERY



Design

MULTI-FUNCTIONAL ROOMS

INVITING

ORGANIZED

NEW TECHNOLOGY

PLACE THEY WANT TO BE

HANG-OUT, MESS-AROUND, GEEK-OUT

FAMILY PLACE

FLEXIBILITY WITH WALLS & FURNITURE

COMPUTER & WIFI ACCESS

LARGE STUDY ROOMS (15-20 PEOPLE)

AFTER HOURS OUTDOOR SPACE

FOR RECREATION AND

PERFORMANCES

FILM VIEWING ROOM (8-18 PEOPLE)

PUBLIC ART

PARKING

ARCHITECTURAL ICON



Function

CULTURAL ENRICHMENT

COMMUNITY CONNECTION

COMPUTERS & WIFI

RECREATION

EXPERIENTIAL LEARNING

PERFORMANCE ART CENTER

**COLLECTION (RELEVANT & DYNAMIC BUSINESS
& TRAVEL LITERATURE FOR ADULTS)**

SUPPORT FOR BLUE COLLAR FAMILIES

FAMILY DESTINATION



User Narratives

The following User Narratives represent aspirational stories written by the Mesquite Library staff. The program was written in response to the narratives, although the program may not contain all of the components mentioned below, they may be referenced for future consideration.

A Senior Woman

As a Senior Woman in my Mesquite Library, I am enjoying many of the classes, clubs and friends I meet here on a daily basis. To me, my library is a comforting spot to relax, read, chat with friends, and to learn new things. As a newcomer to Mesquite in 2008, my library was one of the first places I looked into, got a card, and have been a weekly (or more) visitor ever since. As an avid reader, I enjoy all the many displays and the information on new and upcoming books.

Since becoming a card-holder, I have joined one of the book clubs. We have a great time reading and discussing a new selection each month. By being in the book club I have read many books out of my normal range of interest. It's been great to experience new areas of reading. The discussions we have are so fun, as everyone has a different opinion of the books, and voice them rather boisterously. I love it!! We have a comfortable living-room area to meet in, with cushy couches and chairs. Just like being at home. It's great to be able to relate to a group of women about my love of reading. We all look forward to the next month, to see where our reading takes us. I've gotten to be friends with several of the members, and treasure their friendships, even outside of the library.

The many classes my library offers are a big plus to us older folks. Where else can you go to learn about computers, e-media and all the newest "tech stuff", for free? Many of my friends are frequent attendees of

these classes. They all rave about the information they learn and the fun they have learning it. There's hope for us all! They say, you're never too old to learn. I hope they're right. They also have a bunch of computers you can use in the library, for free too! The computer space is "big, private, and easy to use".

That's a great benefit for some of us who don't have a computer or Wi-Fi at home.

My library also has a day of "Book Bingo" once a month. It's a blast! For every game you win, you get a book. The books are mostly donated by readers who have read them and want someone else to enjoy them too. We always have fun, get silly, and then, hopefully, get a book or two to bring home. Sometimes we fill up our "meeting room".

Once in a while, I'll go in to grab my "holds", and just have a seat in the "Community Garden area", and just relax and read in the quiet for a while. Usually I run into a friend who has the same idea. There are many great, quiet, and comfy spots in which to do this. I LOVE MY LIBRARY!!!

Homeschooling Family

It's Monday morning and I'm heading to work at the library. Each day that I work my daughters come with me because we are a homeschooling family. The library has amazing study/teaching rooms with everything we need for "school". As I bring up the day's schedule on the computer, I flip the switch to lower the hidden electric projector screen, the study room windows automatically adjust to reduce natural lighting, and the girls pull out their notebooks. As the PBS Learning Media video plays on the screen and the girls take notes, I slip out of the study room and clock in to work.

While I work, Rhia will utilize the Smart Board to teach her sister how to find the area and perimeter of shapes. After the math lesson both girls connect to IXL Math via in-room laptops or iPads, to practice their new skills. After completing math and language arts lessons, both girls take out their violins to play through Bartok violin duets. Because the study room is sound proof, the library patrons are never disturbed. The last task before lunch is reading. Library furniture is adaptable to different configurations, so Rowena slides her chair and a small table together to create a chaise lounge. Rhia prefers to sit at the bean bag chair in the reading nook corner.

During lunch we go as a family to the coffee shop and café located in the open courtyard of the library center. There, the girls are able to get free lunch, just like if they attended public school. I am able to use my food stamps to buy a hot meal too. On Wednesdays the café even has a food pantry set up for families who are low income. If the library didn't have all of these services in one very convenient location I wouldn't be able to "eat out" for lunch or get the food from a food pantry to supplement my income and food stamps. Being able to have my girls with me at work, enjoy a meal with them, and know they are safe brings me peace of mind.

After lunch the girls participate in art classes in the library art studio. The art teachers are very talented artists who volunteer their time to teach classes at the library. Because the artists volunteer their time, the art classes are nearly free. Families are only asked to pay for materials on a sliding scale based on their income. My family is so thankful for this. As a single mom I worried about how to give my girls a well-rounded education and extracurricular activities. With the sliding fee scale for library classes I'm able to let the girls take art and another class in either the dance

program or workshops for wood and metal.

When the art classes are over, both girls head up to the community roof garden to tend to our family's garden patch and help the Master Gardener in the roof green house with daily chores. Our family grows half of our produce needs for the year in the community roof top garden. We then can or freeze the fresh, organic produce to see us through the winter. Besides learning how to garden, we have learned about soil qualities, good and bad garden bugs, what zones are best for what fruits and vegetables, composting, and how to preserve produce.

Every few months our homeschooling group holds a dance or ceremony at the library meeting facilities. Because we are a school group and our families volunteer hours helping out the library, the meeting room and any onsite catering are offered to us at a reduced fee. The reduced cost allows homeschooling groups like ours, to have dances, graduations, educational workshops, and productions that we could not afford if we had to pay full rental and food prices.

The library building is even an educational tool. Because our library is a zero-waste facility with composting toilets, rainwater harvesting, solar power harvesting parking lot carports with electric charging stations, tax payer money can go to assist the community by reducing normal building costs. Roofs, sidewalks and roads have "cool" coatings to help reduce the urban heat island effect. Super-efficient LED lights and natural daylight reduce power use, while an onsite cogeneration plant harvests heat while it generates electricity. Greywater collected from the sinks is used to water a green roof community garden. The building was built using repurposed/recycled materials and all wood is from sustainable sources and is LEED-Platinum

certified. Our children can see how much the library cares, not only about books and classes, but also about the environment. Caring about the environment goes further still with the onsite recycling bins, which Program Document Mesquite Library 32 are painted fun colors to encourage people to use them. And all the leftover food from the café goes to the composting if it can be composted.

Retired Person

I'm new to town. I was out taking a morning walk. Six months ago I had a heart attack. My doctor thinks it will be good for me. I'm thinking of getting a dog to keep me company on these walks. As I was walking I saw a beautiful building. I notice it had a walking trail around it. When I got closer I realized it was a library. I haven't been to a library in years. After walking the trails around the library I thought I would go check it out.

As I walked in I was amazed to see the most beautiful art work hanging on the walls. I have always thought of myself as an artist. I was greeted by a smiling woman who asked me how she could assist me. I explained how I was out walking and I had noticed the beautiful library. In our conversation I had shared my idea of getting a dog. She then explained that once a month they have a group come in with animals that are up for adoption. They also have a vet come in that can give checkups for your pets. I was thrilled to hear this! She told me there was a dog park in the back of the library and they also offer obedience training for your pets. She then showed me the area where I could find books on what dog would suit me best.

After picking my book out, I went to check it out. I was surprised that they no longer used cards, now all you

had to do is use your thumb print to check an item out. On my way out I was directed to an area where they had so many classes they offer. I signed up for a Nutrition class and an Art class. I can't wait to take my walks every morning. I believe from now on the library will be my motivator to get going in the morning. I look forward to seeing all that my library offers. I believe today is a start to a healthier, happier future for me.

Local Elementary School Teacher

My name is Samantha and I am a third grade elementary school teacher at the local elementary school in Mesquite, Nevada. I have been a third grade teacher here for five years now and I love teaching and helping children become successful students. At this developmental level, students are excitable, explosive, dramatic, and inquisitive. There is nothing more rewarding to me as a third grade teacher than a motivated student who is trying their best and accomplishing their goals! I love to see their big smiles and excitement for learning and transitioning into independent successful students. Although I do my very best as a teacher in the classroom I worry about some of my students who struggle to keep up with the curriculum and homework assignments. I work very hard to establish parent-teacher relationships as an extension of my student's support system. I try to visit every family at their home at least once a year to engage with them and get a better idea of how I can better support their children's academic success.

As reported in Clark County's enrollment and ranking statistics, 63.2 % of our students receive reduced or free lunch at our school. Approximately 50% of our students are low income and 48% percent of our students are living in bilingual households. Many children have parents who work two jobs and are

exhausted or struggle to understand the children's homework assignments. Clark County's graduation rate is only 63.8 % the lowest in the Nation. The Mesquite Library has helped our community of students to thrive and succeed by providing a safe and exciting learning space.

Every Tuesday and Thursday after school at 3:30 am I head over to the Mesquite Library's Community Learning Center where I am available for three hours for any of my students or their parents. The Family Computer Lab has been especially helpful for several of my students and their parents. One of my students Eleon is proficient on computers but needs extra help with writing skills. His mother who is very involved with her sons academic success has no computer skills. Being able to sit them both next to each other and help Eleon's mother gain basic computer skills while I guide Eleon writing his paper has been one of my success stories. Eleon loves writing because he has maintained an A all though the school year and his mom can now log on to a public computer and open a Microsoft word document, help Eleon with his homework, save and print the document independent of my help.

Every Thursday at 3:30 p.m. eleven of my students who have struggled in math meet me at the Mesquite Library Community Learning Center where we are able to use a study room with a white board to help all eleven students at the same time. This has made a significant difference in their math competency skills. All eleven students scored in the 80 percentile on the CRT's (Criterion Referenced Test), in Mathematics. It is imperative that we take advantage of the available space and resources at the Mesquite Library! It is making a difference in student's academic success!

The Mesquite Library has partnered with High School Students in the National Honors Society to volunteer at

the Mesquite Library in their Reading Buddies Program. I have reached out to eight families whose children in my third grade classroom have reading scores below reading level. All eight families bring their third graders to the library and sign in at the tables outside of the small study rooms. Each teen volunteer spends 30 minutes with the students helping to improve their reading skills by shared reading. This has been a very successful program for the students and the teens. The teens are gaining valuable volunteer hours for their college portfolios and my students reading levels have all improved between one and three reading levels in the first grading period.

The Mesquite Library has also partnered with the Mesquite Fine Arts Center. Several of their talented artists have agreed to hold a family art class for free Tuesday and Thursdays at 6:00 p.m. in the outdoor craft area. What a reward for all of the students and their families to be able to complete their day with a free art class. Because it takes place in the outdoor craft space, some of the rambunctious toddlers are happily playing in the grassy area with each other climbing on the adorable miniature purple hippo, polka dot elephant and teddy bear sculptures.

Families need toolkits for success and the Mesquite Library has been our toolkit.

Widow

My name is Barbara and I am 62 years old. I was married for 42 years. My husband passed away 3 months ago and my life has not been the same since. My husband was my life; he did everything for me. We had a traditional marriage where Frank went to work and I stayed at home and took care of our son, Bryson. Frank worked as a Machinist for 40 years and was a

very hard worker. We never had a lot of extra money, but we always had the things that we needed. Our son Bryson joined the Army out of high school and is still stationed in Germany. We see each other once year when he comes to the states on leave.

My husband was the person who handled all of our finances. He brought home his paycheck, he wrote out the bills, and took care of everything. I guess I never saw a need to concern myself with these things. Well, since his death, I have been at a loss as to try to take on these chores. My son did help me when he came home for his dad's funeral. We sat down together and we went over my finances. He was very helpful but I still get confused. Everything is done on a computer now. I was bewildered as how to operate these things.

My son had to go back to his own life and I was left on my own. I've always gone to the library to check out books and I know that there were classes there. I really never paid much attention before. This time I went to see if there was anything there that might help me. Boy was I surprised! The staff was very understanding when I explained my situation. They introduced me to their Senior Services Specialist. We took a tour of the Business Center. Wow! It was fabulous. She showed me computer stations; they had two different types of computers – PC's and Mac's. I don't know a lot about computers yet, but I think that is pretty unique. What made me feel a little more at ease was that there were enough computer assistants available to help each person with their personal needs. Next, she showed me the state of the art copiers. Again, she promised someone to help if it was needed. The same with the printers. I even saw big blueprint printers – the kind that prints architectural plans.

She showed me these small and medium sized rooms.

She said that the medium sized rooms were for classes in computer use and all the different types of programs that someone might need on a computer. She said that they even taught classes in coding, developing websites, starting a business/online business. They had weekly visits from AARP to help people like me figure out what to do now. They help older folks figure out their finances and what programs are out there that might be available. They also have a person from Social Security come in and help people apply for Social Security or Disability. They have state people from the Unemployment office and State Rehabilitation. They have a person helping people with Medicare and Obamacare.

She set me up with appointments with everyone and I feel greatly relieved. I sit down with someone at a computer. She's there with me every step of the way while I go on-line to get my bank statements and pay my bills. Next time I'm going to try it on my own. I'm taking some computer classes now. I'm working with the onsite Job Counselor and I might decide to start my own business selling jams and jellies from home. I might be able to get a loan from the Small Business Administration. They are at the library every 2 weeks to offer assistance.

All in all, I'm looking forward to what the future holds. I know I can go to the library and get the help and reassurance I need as an older person. The world is not so scary anymore.

Betty

My name is Betty and I am 55 years old. I just moved to town and there seems to be nothing to do here but movies and gambling. I do go to the Senior Center once in a while but I would like to do more. I want to

do more with my time and meet more people. One day I noticed how many people go to the library and thought "Wow, this town reads a lot!" I have not been to a library in so long. I cannot read anymore because it is too hard on my eyes. I used to love to read.

I decided to check it out. As I walked to the doors there were water fountains on each side. I just stood there and enjoyed the soothing sound of water. I finally went through the doors. I was immediately greeted by staff with a friendly hello and smile. I felt welcomed and excited to explore. There seems to be much more than books and reading going on here. As I went just a little further I noticed a bookstore and café. I noticed some teens there and then saw the teen area next to it. There were quite a lot of teens in there. What a wonderful place for them to go. This was getting more exciting every step. I entered the Den and I saw newspapers and a big screen TV that had the stock market on there. Nice idea. I have always wanted to learn about that. I was greeted by another staff member who told me about the classes they have on investing and financial matters. This is so cool.

I asked the staff member what happened to books. He told me to follow him. I told him about my eye situation and was just curious. He smiled at me with a little twinkle in his eye. He took me to the Community Living Room. Amazing! It was a large round room. The walls were book shelves. There were comfortable chairs to sit and read plus small round table attached so you could put your computer down. There were a few tables and chairs and a desk where another staff member was sitting. At the far wall was the coup de gras. There is a beautiful wall with a water feature for the warmer months and a fire place for the cooler months. You could sit in here all day. Then my guide said he wanted to show me something. He took me to one of the book shelves and showed me the audio

books. Oh my goodness, my love of reading just came back to me. I knew of the books but thought you had to buy them and they're too expensive for me. He also gave me some papers with information for the hearing impaired. The staff here is so helpful.

I was amazed at the classes offered and was thrilled to see they had square dancing in the Community Room. They have removable chairs they store under the small stage. There's plenty of room to dance here. They had healthy cooking classes with an amazing kitchen, meetings, dances etc. There is even a Learning Center behind the library where I could take computer classes (which I definitely need).

Between the Library and the Learning Center was a courtyard with grass, plants, flowers, tables, benches and a fountain. There was a beautiful amphitheater with descending stairs which made the ground on the top a stage. They even had a retractable screen for night time movies at the front of the stairs.

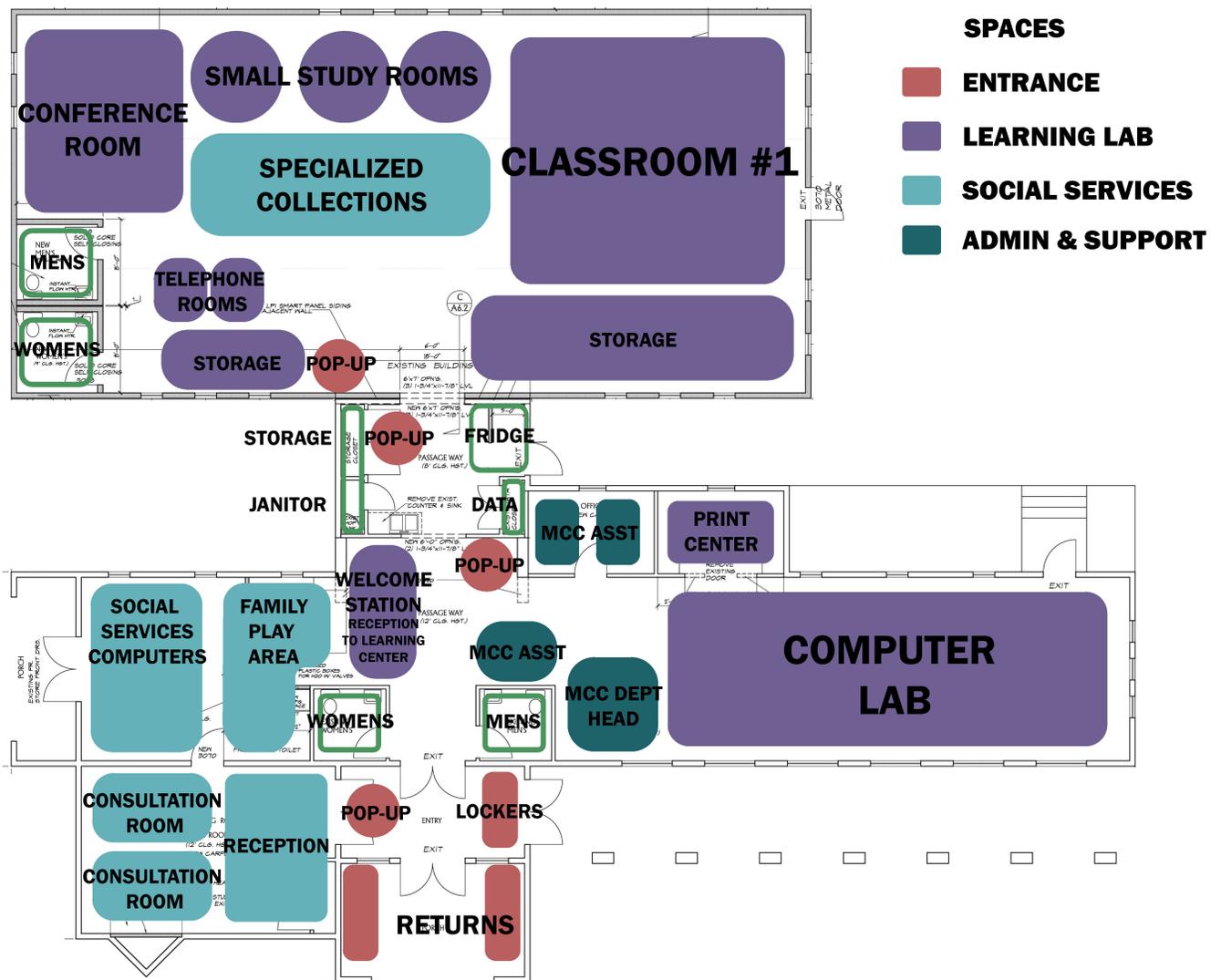
I also learned that the library uses volunteers. What a wonderful thing for me to do. I filled out an application today. Mesquite is definitely a place full of things to do. I am so happy.

Diagrams

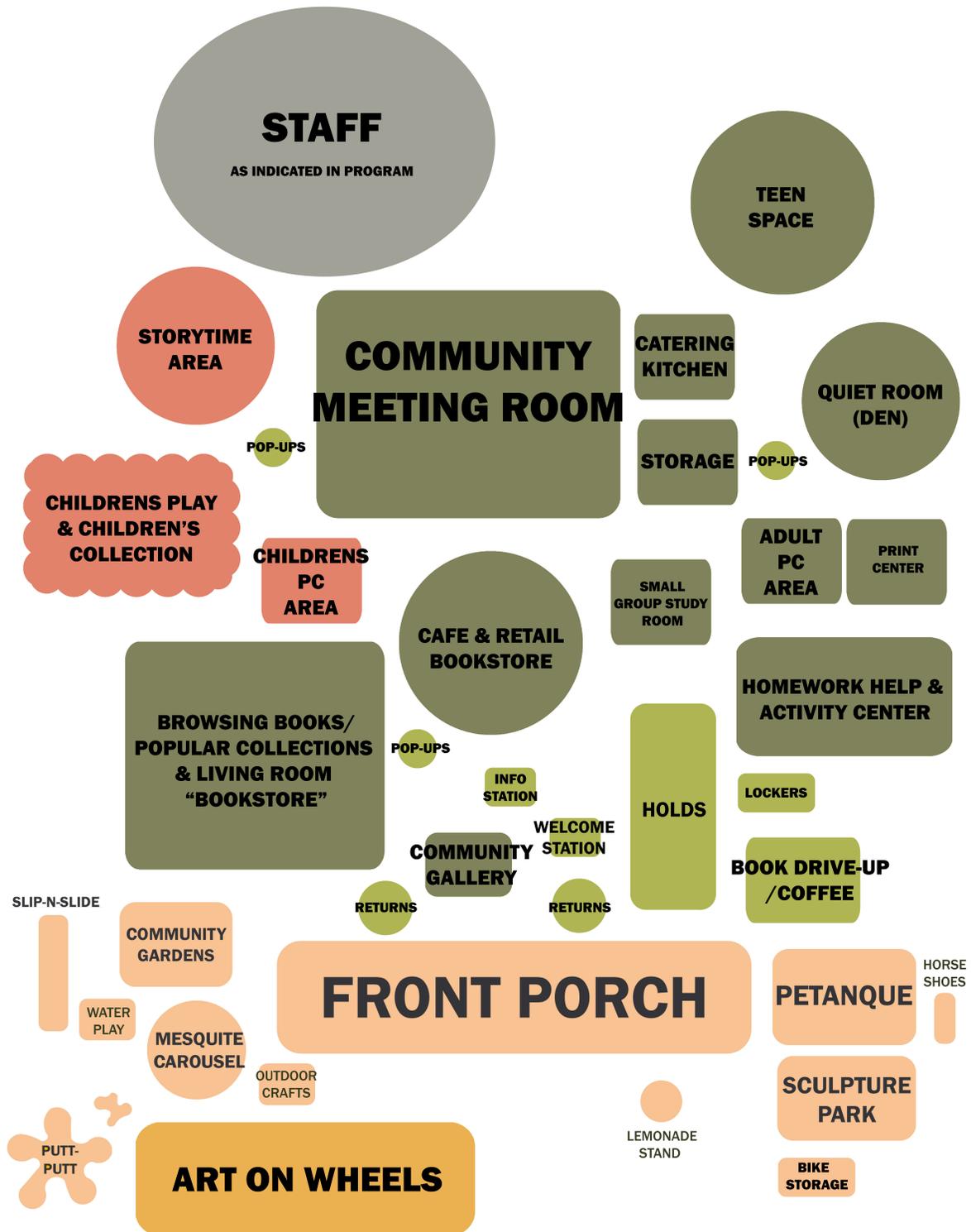
The following diagrams indicate a suggested approach to allocating the program spaces. The new site proposed to be the community center and the existing Mesquite Library as the learning center.



Learning Center



Community Center



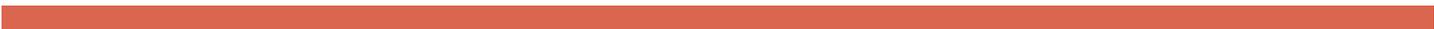
Program



Enumerated Program

The Enumerated Program outlines a 16,000 SF library, utilization of the 5,464 SF existing library branch, and consideration for a new community theater. The new community theater will be developed in the next phase of the project.

The design team developed the program based on designing for activities as well as incorporating the programmatic needs of the community. The existing Mesquite Library branch can accommodate a proposed Learning Center that will provide the Mesquite community with a large classroom space, computer lab, small study rooms, and access to computers. The proposed new library building will be the Community Center.



October 27, 2015							
Space		Configuration				Area	
#	Area/Space/Activity	Max # of Occupants	ANSF per Person	Area Size		Unit ANSF/Area	1
				L	W		
Community Center							
Entrance							915
1	Welcome Station					100	100
1	Holds					300	300
1	Lockers					15	15
5	Info Station					0	150
2	Returns					0	50
4	Pop-Up Carts					25	100
1	Book Drive-Up/Coffee					200	200
Community							5,385
1	Browsing books/ Popular Collections and Living Room					1,200	1,200
1	Café & retail bookstore					500	500
1	Quiet Room (Den)	30	15			450	450
1	Community Gallery					300	300
1	Community Meeting Room	75	15			1,125	1,125
1	Catering Kitchen					200	200
1	Storage					200	200
1	Book Club/Homework Help	20				300	300
2	Small Group Study Rooms	4				100	200
2	Telephone/Geek Out/ Laptop Room					30	60
1	Adult PC Area (5 PCs)					200	200
1	Print Center					200	200
1	Teen Space					450	450
Youth Services							1,750
1	Childrens Play/Children's Collection					600	600
1	Storytime Area					450	450
1	Activities Area (Lego Den)					300	300
1	Childrens PC Area					400	400
Outdoor Space							0
1	Front Porch					0	0
1	Carousel					0	0
1	Community Gardens					0	0
1	Lemonade Stand					0	0
1	Putt-Putt Course					0	0
1	Water Play					0	0
1	Slip-n-Slide					0	0
1	Outdoor Craft					0	0
1	Sculpture Park					0	0
1	Horseshoes					0	0
1	Petanque					0	0
1	Bike Storage (15 bikes)					0	0

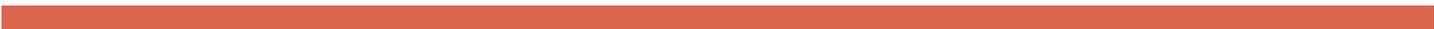
Mesquite Proposed Program							
November 2, 2015							
Space		Configuration					Area
#	Area/Space/Activity	Max # of Occupants	ANSF per Person	Area Size		Unit ANSF/Area	1
				L	W		
Community Center							
Outdoor Space							
1	Petanque					0	0
1	Bike Storage (15 bikes)					0	0
Family Activity Space							
1	Art Truck Space/ Mobile Makers Space/ Access Point			30	30	0	0
Additional Dedicated Spaces							
1	Staff Prep and Storage Space			20	20	200	200
1	Family Restroom			6	8	48	48
1	Nursing Room			6	8	48	48
Sub Total							6,021
Collections : 30% OF PUBLIC SPACE							
Adult Collection							
							1,033
Teen Collection							
							196
Children's Collection							
							836
Sub Total							2,065
Administration and Support							
Staff							
1	Branch Manager			10	20	150	150
1	Outlying Branch Dept Head					100	100
1	AS Library Assistant - FT					50	50
1	AS Library Assistant - PT (shared)					50	50
1	AS Library Assistant - PT (shared)						0
1	Children's Department Head					100	100
1	YPL Library Assistant - FT					50	50
2	YPL Library Assistant - PT (shared)					50	100
2	YPL Library Assistant - PT (shared)					0	0
5	Circ Assistant - PT (Sort Room)					0	0
1	Volunteers Office					0	0
8	Page - PT					0	0
1	Laptop Cart						15

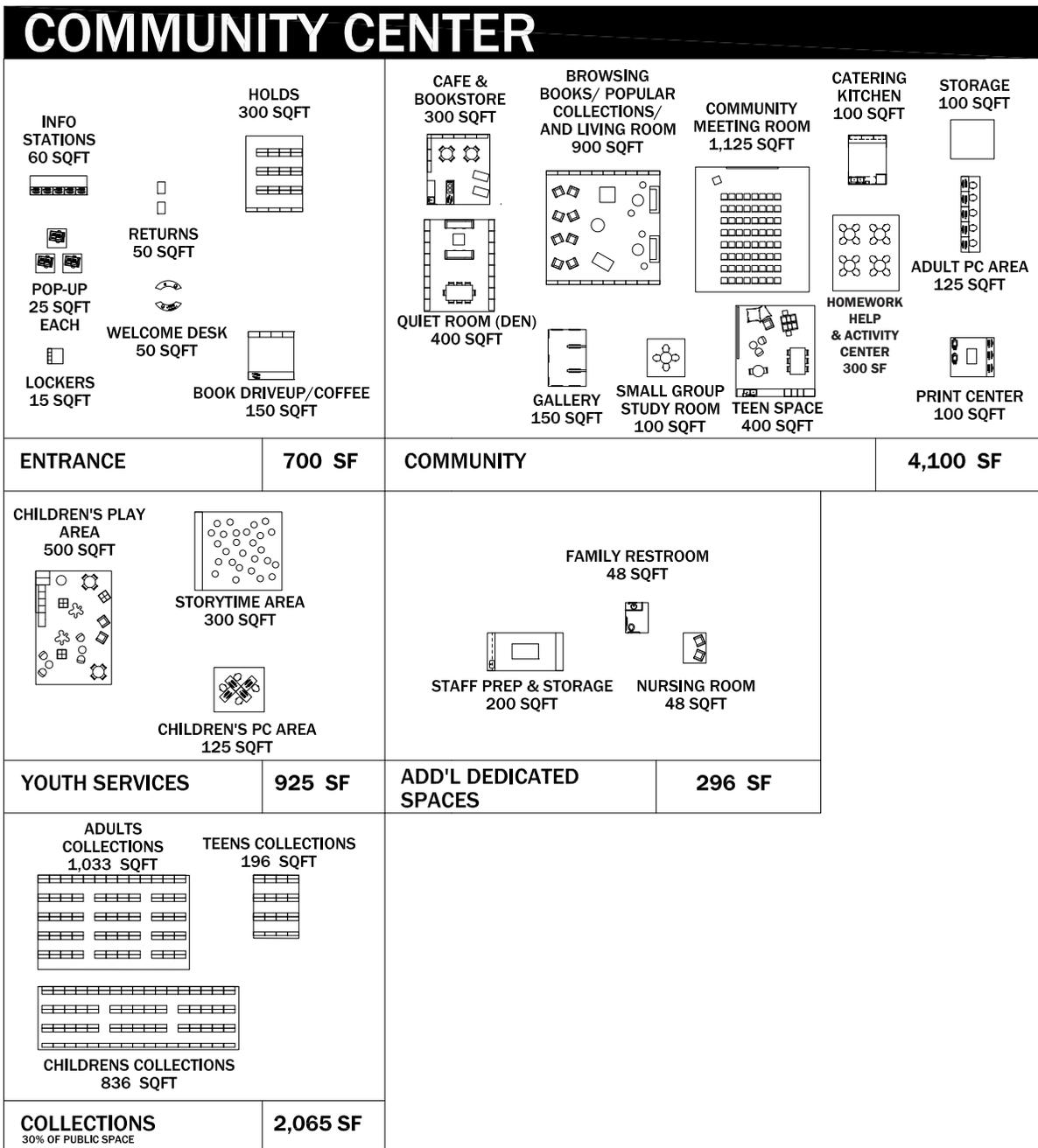
Mesquite Proposed Program							
November 2, 2015							
Space		Configuration				Area	
#	Area/Space/Activity	Max # of Occupants	ANSF per Person	Area Size		Unit ANSF/Area	1
				L	W		
Circulation and Back of House Space							900
Sort Room							
Support							897
1	Staff Lounge					150	150
1	Custodial Storage					50	50
1	General Storage					100	100
2	Staff Toilets					96	192
30	Lockers					1	30
1	Tele. Equip Room					150	150
1	Donations Room					75	75
1	Maintenance Storage Room					150	150
Delivery and Distribution							233
1	Loading Dock					128	128
1	Incoming					40	40
1	Outgoing					40	40
1	Recycling					25	25
Sub Total							2,645
Secondary Building Areas							
							2,000
Sub Total							2,000
Community Center Total ANSF							12,731
Net to Gross Multiplier							1.25
TOTAL GROSS SF							15,914
TARGET SF							16,000

Mesquite Proposed Program							
November 2, 2015							
Space		Configuration				Area	
#	Area/Space/Activity	Max # of Occupants	ANSF per Person	Area Size		Unit ANSF/Area	1
				L	W		
COMBINED TOTAL GROSS SF 21,338							
COMBINED TARGET SF 21,464							
Community Program							
Community							13,500
1	Theater (room only)	750	18			13,500	13,500
	<i>with support spaces</i>	750	60			45,000	45,000
Sub Total							13,500

Space Diagrams

The final section of the program describes the functional objectives of the individual spaces represented in the program. These are intended to be diagrammatic as the design team develops the building design. The program diagrams represent a 16,000 SF new building, utilization of the 5,464 SF existing library branch, and a proposed 750 person community theater.





LEARNING CENTER					
<p>LOCKERS 15 SQFT</p> <p>RETURNS 50 SQFT</p> <p>WELCOME DESK 100 SQFT</p> <p>POP-UP 25 SQFT/ EACH</p>	<p>CLASSROOM #1 600 SQFT 30 PPL</p> <p>COMPUTER LAB 600 SQFT</p> <p>FAMILY COMPUTERS 450 SQFT</p> <p>PRINT CENTER 100 SQFT</p>	<p>RECEPTION AREA 100 SQFT</p> <p>CONFERENCE ROOM 300 SQFT</p> <p>SMALL STUDY ROOM 200 SQFT</p> <p>TELEPHONE/ LAPTOP ROOM 30 SQFT EACH</p>	<p>MCC DEPT HEAD 100 SF</p> <p>LIBRARY ASSISTANT FT 50 SF EACH</p> <p>LIBRARY ASSISTANT PT (2 & 2 SHARED) 50 SF EACH</p>	<p>EXISTING RESTROOMS 47 SF EACH</p> <p>EXISTING RESTROOMS 55 SF EACH</p> <p>JANITOR, STORAGE, KITCHEN AREA, DATA CLOSET 90 SF</p>	
ENTRANCE	275 SF				
<p>RECEPTION 100 SQFT</p> <p>CONSULTATION ROOMS 100 SQFT EACH</p>	<p>SOCIAL SERVICES COMPUTER 50 SQFT</p> <p>SPECIALIZED COLLECTIONS 200 SQFT</p>				
ADD'L SPACES TO CONSIDER	700 SF	LEARNING LAB	3,010 SF	STAFF & SUPPORT	250 SF

ADMINISTRATION & SUPPORT						
<p>BRANCH MANAGER 150 SF</p> <p>PAGE PT (8) 36 SF EACH</p> <p>OUTLYING BRANCH DEPT HEAD 100 SF</p> <p>LAPTOP CART 15 SF</p>	<p>LIBRARY ASSISTANT FT (2) 50 SF EACH</p> <p>LIBRARY ASSISTANT PT (5) 50 SF EACH</p> <p>CHILDREN'S DEPT HEAD 100 SF</p> <p>CHILDREN'S SERVICES ASSISTANT FT 36 SF</p>	<p>STAFF LOUNGE 150 SQFT</p> <p>STAFF TOILETS 96 SQFT EACH</p> <p>CUSTODIAL STORAGE 50 SQFT</p>	<p>MAINTENANCE STORAGE ROOM 150 SQFT</p> <p>GENERAL STORAGE 100 SQFT</p>	<p>TELE. EQUIP ROOM 150 SQFT</p> <p>DONATIONS ROOM 75 SQFT</p> <p>LOCKERS 30 SQFT</p>	<p>LOADING DOCK 128 SQFT</p> <p>INCOMING 40 SQFT</p> <p>OUTGOING 40 SQFT</p> <p>RECYCLING 25 SQFT</p>	
STAFF	615 SF	SUPPORT	897 SF	DELIVERY & DISTRIBUTION	233 SF	
<p>CIRCULATION & BACK OF HOUSE SPACE 900 SF</p>						
CIRCULATION AND BOH	900 SF					

Qualitative Considerations

Acoustics

The Mesquite Library will be a lively library with activities and vibrancy, and will welcome noise and conversation in public areas, and will provide areas for quiet study and contemplation in dedicated spaces.

Consider zoning the building so that spaces near the entrances and stairwells that typically have a high noise profile shade into areas where quiet conversation occurs as part of small groups or work teams. These, in turn shade into quiet zones for individual study, work, or reflection.

Consider acoustical glass for small group meeting areas, or to isolate noisy or quiet areas. Typical NC ratings for Library spaces are as follows:

SPACE TYPE :	NC RATING
Open Public Areas (Circulation, Reference) Computer Work Areas	35-40
Private Offices	40
Open Staff Work Areas	30-35
Copy Rooms	35-40
Teleconference Rooms	40
Reading Rooms	max 25
Classrooms, Training Rooms	25-30

Art Work and Display

The program takes into consideration a dedicated gallery space, but it will also be critical to consider how art can be displayed throughout the building, and showcase community works.

Building Finishes

Building finishes must be durable and able to stand up to years of constant, heavy use. Consider giving preference to building materials made of post-consumer or post-industrial recycled materials, renewable materials, materials made of certified wood or other materials that are considered sustainable. Avoid surface treatments that require waxing, polishing or frequent repainting. Select finishes that are washable and vandal resistant. Install corner guards at all appropriate locations in both public and staff work areas. Finishes should be of high quality and attractive, able to adapt to changing color palettes throughout the lifespan of the building.

Painted surfaces should not be painted or textured in such a way as to make it impossible to repaint the surface at a reasonable cost should the area require repair or alterations.

Durable wall guards to the height of a book truck are required in the circulation workroom, and the delivery and sorting areas.

Daylighting and Fenestration

Make use of daylighting design principles to reduce energy costs and to enhance building sustainability, but not at the expense of the preservation of library materials. Ensure that direct sunlight does not come into contact with library materials, or display areas. Consider ultraviolet filter treatments on windows into areas that house library materials. Locate book stacks so that direct sunlight does not fall on the shelves.

The use of ambient natural light is a serious consideration in ensuring that the building's interiors offer an aesthetically pleasing environment. This light, however, should not be intrusive. In working with existing windows, specify window treatments to minimize heat gain or loss within the building. Consider exterior shading devices and/or dynamic glass to ward off direct solar rays and diffuse daylight.

Accessibility and ADA compliance

The building must meet or exceed the guidelines set forth both in the Americans with Disabilities Act (ADA) and American National Standard "Accessible and Usable Buildings and Facilities" 2003. The design should consider these guidelines broadly, with the understanding that many people with temporary disabilities or with physical limitations that do not consider themselves disabled will use the library.

Drinking Fountains

Public drinking fountains need to be located near the Restrooms.

Electrical Power, Cabling and Distribution

Equip the building with a flexible, universal electrical and telecommunications distribution infrastructure that will support the Library's wiring and cabling needs, current and future. Locate distribution point(s) so that horizontal cable runs are a maximum of 300 feet.

Over time, the Library must be able to reconfigure the placement of electronic equipment throughout the public space of the building to meet changing service needs. Library customers need to be able to plug in a laptop computer or similar device at any seat within the building. Raised flooring should be considered wherever possible to support flexibility for equipment and furniture placement.

Consider how cabling will be replaced or upgraded in the future. Provide a structured wiring solution that is either capable of providing gigabit to the desktop, or capable of being upgraded to do so.

Electrical closets must be sized to house electrical and cabling needs for all building systems, including security, power, coaxial cable, telecommunications, emergency wiring, and any other systems. The wiring closet should provide for free-standing racks accessible with at least three feet of clearance on all sides, and be of sufficient size to hold the routers, switches, and power supplies needed to run the building's telecommunications infrastructure.

The HVAC system must be able to keep the temperature and humidity in the wiring closet to acceptable parameters.

The building design needs to support wireless access throughout the facility. The building infrastructure, shelving and furniture should be specified with this technology in mind. There should be no 'dead spots' for WiFi coverage in the building. WiFi and electrical outlets need to be available to the public outside the building as well as inside, but only during library hours.

Electronic workstations for the public

In the public spaces of the building, individual workstations are required that can support whatever electronic devices are needed. In addition, many of these units will have attached peripheral equipment, such as scanners or printers. Because planning for this technology involves so many unknowns, the program includes space for generic workstations that can accommodate any of these equipment types. Most of the Library computer workstations are sit-down units with a few stand up stations and at least one ADA height station.

Planning for electronic workstations should take into account both the wide variety of platforms required by the public today, as well as recognize that customers increasingly want to use their own device in tandem with those available at the Library. Provision for use of BYOD tech in conjunction with that supplied by the Library requires ample space around each workstation, as well as space from programs run entirely on BYOD tech.

Computer workstations must be easily movable throughout the building. About one in ten tables holding a public workstation should be adjustable in height.

Lighting, especially daylighting of areas with a concentration of electronic workstations needs to be carefully considered to avoid glare.

Monitors should be configured so that everyone faces the same way, and that space can be easily monitored for customers who require assistance.

Energy Conservation and Sustainability

Building design strategies for the building's orientation, energy management system, HVAC system, and lighting should be considered on the basis of their contribution toward lowering overall life-cycle costs of the building without reducing the functionality of the building as a library. Programmable thermostats should be included in the building's HVAC specification. Use of motion sensitive lighting in selected areas is desirable, especially in closed offices, conference rooms and similar spaces.

HVAC and lighting controls should be accessible via the Internet. HVAC controls and zones should allow for differences in the programming of staff, public, and meeting room spaces.

Use of photovoltaics for LED lighting may be considered, especially in exterior applications. Consider use of rainwater for grounds irrigation. Recycling of construction waste should also be considered.

Flexibility, Modularity and Expandability of Design

The building interior layout should be open plan and modular with interior load bearing columns and a minimum of interior walls to maximize flexibility and openness. Over time, it must be possible to relocate book stacks within the building as Library service needs evolve. Flexibility should be a prime consideration in the design of every aspect of the building, including lighting, heating and ventilating systems, electrical power distribution and cabling.

A square or rectangular configuration of space is highly desirable to allow for maximum efficiency and functionality in placement of shelving and furniture. Avoid circular or eccentrically shaped spaces if they will house shelving for Library collections.

The library will change over time. The building should support these changes by:

- Developing scenarios, including furniture and equipment sketches for the building, indicating what spaces can be re-configured as community requirements change, and what cannot be changed based on the requirement of different types of spaces.
- Where feasible, relocating stairs, elevators, risers, and ducts to the perimeter of the building
- Designing wiring closets and structured wiring installation in ways that are easily accessible for increasing bandwidth, including separate conduits for power distribution and low voltage cabling.

Floor Coverings

Floor coverings should be both attractive and durable. High quality, commercial grade, anti-static nylon carpet with a low, narrow loop or carpet tile, for low maintenance, with a life expectancy of a minimum of fifteen years is required for most public and staff spaces. Hard surface floor coverings, such as rubber, vinyl, tile or stone, as affordable, may be used in areas requiring regular clean-up, such as the break room, restrooms, and craft areas.

Furniture, Fixtures and Equipment

Plan for future FF&E and reserve a portion of the budget for purchase during first year occupancy in order to respond to changes in how staff and customers use the building.

Furniture, fixtures and equipment should be of high quality as well as physically and aesthetically durable, able to stand up to years of hard use in an institutional environment. Use of modular furniture enhances flexibility.

Furniture or millwork holding electronic equipment must provide sufficient airflow to keep the equipment cool, and five inches of access on all sides of the equipment. Furniture or millwork holding electronic equipment must provide for cable management. Furniture or millwork must avoid sharp edges and corners and must not provide opportunities for children to climb. Furniture should meet ADA requirement allowing individuals in wheelchairs to use without knee obstructions.

The new library should have furnishings that support the activities intended in the programmed spaces. Furnishings should be designed to be durable and to have material finishes that are easily maintained. The Library may want to establish a maintenance program to inform the design team where furniture needs to be specified as an "investment" for years, and where it could be furniture that will be replaced in a shorter time frame. For example, the Community Living Room may be designed for furnishings to last 20 years, with a 5-10 year re-upholstery program, while the teen space may be designed to replace furnishings every 2-3 years.

The design team and the client will want to consider that furniture budgets for public libraries are higher in some program spaces and lower in other program spaces, and with less traditional shelving being specified, furniture budgets are higher than we have seen in recent years. Budgets can go up to \$30-\$35/SF as opposed to \$22-\$26/SF, which was industry standard 10 years ago. It is recommended that a furniture budget is established to coincide with the Schematic Design pricing set to establish a strategy.

We also encourage exploring options both within the library industry and outside of the library industry. Great products can be found through the hospitality, retail and restaurant industry for options that are not typically associated with library furniture. The purpose being to select furnishings that reflect the community's character, as well as to create the contemporary, accessible look and feel that we heard from the focus groups.

Furniture is often critical to program and activity success. It is advised that the furniture package is developed and designed in parallel with the building design. The value of furniture is that it is imminently flexible! It is amazing how rooms can change purpose just by changing furnishings! The investment in furnishings is still more cost effective than investing in an additional space and allows the library to adapt to ever-changing programs.

We also encourage staff and customers to be involved in the selection process. The Library can set up a “Chair Garden” and have customers and staff rate the results. It is very important to get the teens involved as well. The Library could create a contest to have them design their own furnishings or go “shopping” as part of a Teen Advisory Group activity, for example.

All public institutions have to balance the costs of furnishings with the need for long term durability and short term on-going maintenance. We encourage the design team to specify a combination of high performance materials and furnishings that will align with the budget and withstand the heavy use in a public building.

HVAC System and Humidity and Temperature Criteria

The building needs to be provided with a complete air conditioning, heating and ventilating system. Ventilation units need to be zoned according to use, room orientation, hours of operation, and current activity. It is critical that a uniform temperature can be consistently maintained throughout the building regardless of variations in ceiling height.

Design the mechanical system in accordance with current industry indoor air quality standards and energy conservation guidelines. Exhaust fans need to be provided for restrooms and kitchen areas. Restrooms and kitchen areas should not spill smells into the building. Electrical and telephone rooms need to be provided with air conditioning and with backup mechanical ventilation units, as needed. Provide access for mechanical maintenance and repairs at the building exterior. Mechanical areas for HVAC units should be open and provide sufficient free area for proper airflow and maintenance. The area must be carefully located and treated to mitigate acoustical impacts on the surrounding environment.

Avoid locating mechanical equipment, ductwork or connections over shelving areas.

Special attention needs to be paid to cooling requirement in areas where electronic equipment is likely to be located in bulk (for example, computing labs), or where people will aggregate (for example, the Multifunctional Room)

HVAC controls should be Internet accessible.

Lighting

The quality of lighting within the Library is a prime design consideration. Lighting in the building must be uniform throughout each space, without glare or excessive contrast. Energy conservation requirements must be achieved while lighting levels and light quality is retained. Minimize the number of different lamp types used, to simplify maintenance and economize on lamp stocking. Use standard lamp types. Avoid placing light fixtures in inaccessible locations or locations that require special scaffolding for access.

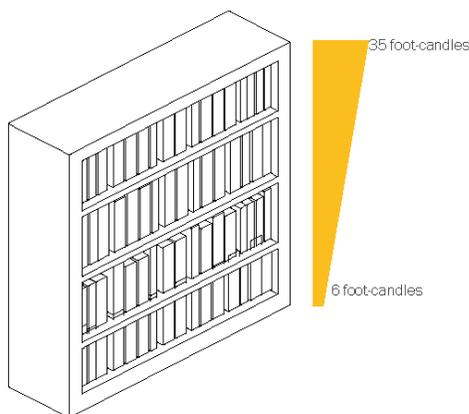
All light control switches and panels should be conveniently accessible to staff, but not the public. Consider a master control switch in the Staff Workroom. Circuit breakers and light switch panels should have permanent labels identifying the light circuit for each switch or breaker.

An emergency lighting system needs to be incorporated into the lighting plan. Emergency and exit lighting must meet any applicable state or local codes. Emergency lighting powered by rechargeable batteries must be installed in both public and staff areas. The exit and emergency warning system should include lights for the deaf. Emergency lighting should last at least one hour and direct staff and customers to the exit(s). There should be a means of testing the emergency lighting without triggering security or fire alarms. Consider LED lighting to save on energy and maintenance costs.

Incorporate multiple levels of lighting into the lighting design: task, ambient, and accent in ways that enhance the planned activity for the space. Lighting may also be integrated into the bookshelves. See the chart below for recommended light levels for Libraries provided by the IES indicated in foot-candles.

SPACE :	RECOMMENDED ILLUMINANCE (FOOT-CANDLE LEVEL)
Active (occupied) Book Stacks	see note a below
Inactive Book Stacks	5 ^b
Book Repair and Binding	30
Cataloging	30
Circulation Desk and Reference Desk	30 ^c
Computer Areas	30
Audiovisual Areas	30
Audio Listening Areas	30
Reading (normal size and contrast, newsprint, magazines, keyboard)	30
Reading (very small size and low contrast, fine detail, small print)	50 ^d

- a. For book stacks, use vertical foot-candle levels. See the discussion immediately below.
- b. At 30 inches above the finished floor level.
- c. Although this is the IES standard, lighting designers typically prefer 40-50 foot candles at the desks.
- d. This should not be used as an excuse to light the whole library to 50 foot-candles, just because there are always soem low contrast tasks interspread throughout the library. The higher light level would apply only in specific areas, such as collection of phone books.



Book stacks must be lit evenly across the stack face so that titles and call numbers can be easily found and read. The lighting level should be a minimum of 6 foot-candles measured vertically on the face of the book spine at a height of 12 inches above the floor, and a maximum of 35 foot-candles at any height, so that no more than a 6:1 ratio results across the entire vertical face of the book stack. Daylight should be introduced above and behind the patron so that book titles are illuminated without glare. See the diagram to the left.

Maintenance

Design the building to require low maintenance, both inside and outside. This is a prime consideration for the selection of building materials, finishes and mechanical systems as well as the furnishings and equipment. All spaces in the library must be easily cleaned and as impervious as possible to abuse. Avoid finishes that require frequent painting, polishing, waxing or the necessity to treat any surface. Design the building so that interior lights can be changed using hand equipment without scaffolding. All materials and products should be specified as standard sizes and colors for economical replacement.

Network Infrastructure

Subject to available bandwidth, network infrastructure should be capable of supporting speeds of at least 4 MB down, and 1 MB up per user at peak times of building occupancy, upgradable to support gigabit to the desktop. This applies to both Library-owned and BYOD IP addressable devices (tablets, laptops, mobile devices and 'wearables'). This requirement includes WiFi infrastructure which should be ubiquitous to the building perimeter, and presumes that every occupant has at least one mobile device. Outside seating areas on Library property; the 'waiting areas' outside of Library entrances; and book return induction areas should also be within the WiFi zone. Conduit, fiber-optic and data connectivity to be provided between the existing Mesquite library and the new building.

Openness and Sight Lines

The building must be able to operate efficiently, with a minimum of staff. Avoid public access spaces that are secluded or cut off from view by staff or from the main public space. Non-public areas must be secure, so that the public cannot enter these areas undetected.

Raise Floor

Consider building the floor above the concrete slab to facilitate the flexibility of HVAC ductwork, electrical conduit to outlets, structured wiring and low voltage wiring.

Restrooms

Restrooms must be easy for the public to find, designed for durability and able to resist vandalism. Energy efficient fixtures, such as waterless urinals and sensor faucets, may be specified, and alternative strategies, such as gray water plumbing systems, may be considered. Restrooms must be separately vented and acoustically separated from adjacent spaces. The public restrooms need special consideration for heating and cooling suitable to the season.

Safety and Security

The building must be designed to ensure the safety and security of both public and staff. Public spaces must be well lighted with a minimum of areas outside direct visual control by staff at service points or away from regular paths of travel. Public service spaces in separate rooms, such as Group Study Rooms, need windows facing the public space to enable effective monitoring of activity within them. Access to these spaces may be controlled from a service point.

A building intrusion security alarm is needed, with a control point at the staff entrance and a connection to a remote alarm monitored by a security dispatch service, if possible. The intrusion system needs to monitor all exterior windows and doors.

Access to staff areas should be by access card and not require keys, including the staff entrance. The placement and systems integration of access control pads to be worked out in conjunction with Library security services.

The Library needs to be planned with the safety of the public and staff in mind and designed to meet all state and local fire safety codes. Heavily used walking surfaces both outside and inside the building should be non-skid materials that are durable and attractive. The design of the Library furniture and casework should avoid sharp corners, especially in the children's area.

The Library should be equipped to accommodate RFID or similar technology, including a materials security system that allows staff to deactivate a security sensor in each item as it is checked out, with preference given to Radio-Frequency ID systems. The deactivated material may then be carried through the security system gates by the customer. If the material carried has not been deactivated, an audible alarm will sound.

The security point should be located reasonably close to the self check-out stations and service point. Layout of this system needs to be carefully coordinated with Library staff during design to ensure that desired security levels are achieved

Security cameras should provide coverage of interior and exterior of the building including parking lots, and be accessible over the network. DVRs should record at least one-month's worth of security footage at a resolution high enough to provide adequate facial recognition. Placement, coverage, and systems integration of camera system will need to be worked out in conjunction with Library security services.

An AED Device should be located on each floor. An area of rescue assistance should be located on the second floor for those who may not be able to use the stairs in an emergency. If there are two emergency stairwells on the second floor, both should have a rescue assistance area.

Shelving

Shelving to house the collections, unless otherwise stated, will be steel book stack adjustable shelving, each shelf 36" in length, hung on vertical uprights braced in accordance with current seismic resistance standards. Shelves must be steel cantilever or bracket-type shelving. Unitary construction of legs and uprights is required, with minimal bolting. The paint must be applied with an epoxy powder finish.

Shelving uprights will be standard heights of 66" (maximum of 4 adjustable shelves and one base shelf) or 42" (maximum of 2 adjustable shelves and one base shelf). 90" single faced units may be used along walls but are not desirable as open ranges.

Standard shelf depth will be 10” and bases will be 12” deep. Variations from this depth are noted in the following diagram. Reference shelving and picture book shelving, for example, will be 12” deep with a corresponding increase in the width of the base. Existing or new specialty media and display shelving may be incorporated but must be integrated into the design.

Stack ranges are two or more 3-foot shelving sections that have been ganged together. Ranges with a maximum of six to eight sections each are preferred. Ranges should be laid out in clusters that are

Cantilever-style Shelving Capacity Schedule for Common Print Materials

Volume Type	Recommended Nominal Depth	Volume per Linear Foot of Shelf
Encyclopedia	12”	6
Legal	12”	7
Medical	12”	5
Public Documents	12”	5
Reference & Ready Reference	12”	6
Technical & Scientific	12”	6
Telephone Books	12”	5
Textbooks	12”	8
Fiction	10”	8
Careers	10”	6
Civil Service	12”	10
Classics	10”	8
Genealogy	12”	12
Large Print	10”	8
Literacy	10”	24
Local History	12”	8
Non-Fiction (Adult and Juvenile)	12”	10
Paperbacks	8”-10”	16
Spanish Language Fiction	10”	17
Spanish Language Non-Fiction	10”	8
Cliff Notes	10”	35
Young Adults	10”	12
Young Adult Paperbacks	8”-10”	16

Volume Type	Recommended Nominal Depth	Volume per Linear Foot of Shelf
Children’s Biography	10”	20
Children’s Easy Readers	10”	20
Children’s Picture Books	12”	20
Children’s Reference	12”	8
Child. Spanish Lang. Picture Books	12”	33
Juvenile Biography	10”	16
Juvenile Fiction	10”	13
Juvenile Non-Fiction	12”	13
Juvenile Paperbacks	8”-10”	16
Juvenile Spanish Language	10”	20
Juvenile Spanish Lang. Fict.	10”	15
Juvenile Spanish Lang. N.Fict.	12”	24
Juvenile Spanish Lang. Paperback	8”-10”	30

logical to the first-time user, so that a systematic stack range numbering system can be employed, to allow a logical arrangement of the collection. In general, wall-mounted shelving is desirable only if arranged parallel to free-standing shelves.

Consider the use of mobile shelving (45” and 66” high units), on lockable casters, in areas of adult, teen and children’s collections, to increase flexibility for temporary repositioning of shelves for programming or other purposes. This movable, easily reconfigurable retail shelving should form the bulk of what occurs on the floor.

All public area shelving will require stack end panels with label holders at each end, kick plates and top plates. Alternating slat wall and fabric- wrapped tackable surfaces are preferred on stack ends throughout the collection to allow staff to display books, posters and other items. All specialty shelving and shelving accessories must be integrated with the overall shelving system.

Book ends or hanging dividers must accommodate various sizes of materials. They must be able to slide easily when shelves are being rearranged and yet not bend or “give” under the weight of the books. Shelves must have a rear edge back stop to prevent items from falling behind the shelf. The lowest two shelves of each section may be specified as tilt-up, to facilitate easy reading of book titles on the lowest shelf.

Surplus Materials Stock

The Library requires extra stock of all materials used in the building, such as acoustical ceiling tiles, lamps and lighting fixtures, carpet, vinyl and ceramic tile. The construction documents need to specify the amount of extra stock for each item

Wire Management

Employ concealed wire management strategies at each public technology workstation, staff workstation and at each service desk. Allow easy access to power and to library and external networks at or slightly above work surface height. Both Library-owned desktop computers and customer-owned laptops must be supported. There must be no exposed wiring on the floor or hanging from furniture. The data and power interface between the building and furniture must be easy to use, difficult to damage and tucked away from traffic. No ceiling poles should be used.



Welcome Station

The Welcome Station can be a “perch” without a computer in which case the staff person’s job is to welcome people, make sure they know where to go, and to be available to help people doing self check-out. Another option is to make it more of an Accounts Desk or Info Desk where people can get their library cards, pay fines and fees and also get basic directional assistance, and possibly even serve as a Reference/RA service point.

Adjacencies

Entrance, Holds, Community Meeting Room, Restrooms, Browsing Books/Popular Collections and Living Room “Bookstore,” Info Stations.

Finishes, Furnishings, and Considerations

Self check-out machines with an adjacent counter for setting material and personal items. Computer workstation and phone at service point.

Shelving

Display shelving may be located in this area.

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC rating

Lighting

Natural lighting and general indirect lighting; Provide direct, non-glare task lighting in any staffed service points

HVAC + Control

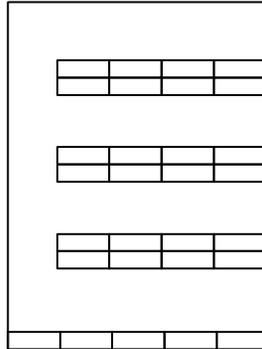
User comfort 35-65% RH

Electrical + Data

Power/data to each computer and self check-out machine as well as power for any staffed service points. WiFi for Public access.

Technology

Self check-out machines, catalog computers



Hold

This area could also be equipped with a multi-functional self-service kiosk where patrons can return material or check-out holds they pick up. The kiosk would have a Just Returned shelf where patrons would return their popular materials and also a secondary return slot that is easily accessible by staff.

Adjacencies

Entrance; Staff Workroom

Technology/Special Equipment

Computer workstation or tablet

Finishes and Furnishings

Resilient/rubber flooring, shelving, acoustic ceiling

Environmental + Engineering Needs

Acoustics

Open Public Area; 35-40 NC Rating

Lighting

General indirect lighting; 30 fc

HVAC and Control

User comfort; 35-65% RH

Electrical and Data

Power and data for workstation; WiFi available throughout



Lockers

This area will be for lockable storage, easily accessible by staff.

Adjacencies

Entrance; Staff Workroom

Environmental + Engineering Needs

Acoustics

Open Public Area; 35-40 NC Rating

Lighting

General indirect lighting; 30 fc

HVAC and Control:

User comfort; 35-65% RH

Electrical and Data:

Power and data for workstation; WiFi available throughout



Info Stations

Info Stations located near entrance as one of the first things patrons see when entering the library, five additional stations within the library.

Adjacencies

Entrance, Holds, Returns, Welcome Station

Finishes, Furnishings, and Considerations

ADA accessible and standing height walk-up counter with computers or tablets

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC rating

Lighting

General indirect lighting

HVAC + Control

User comfort 35-65% RH

Electrical + Data

Power/data to each computer. WiFi for Public access.

Technology

Computers



Returns

Two patron inductions that allow patrons to return materials during library hours to be connected as closely as possible to the sort room (to reduce costs associated with long conveyance runs). The patron returns should be located in the vestibule area. If not in a vestibule, the patron returns require a substantial awning or cover for screen visibility in daylight and for protection from weather while returning material.

Adjacencies

Circulation/ Sort Room

Technology/Special Equipment

Induction and conveyance equipment to connect to sorter

Environmental + Engineering Needs

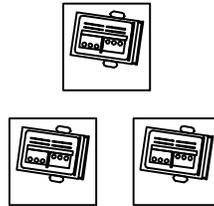
Lighting

Natural light and non-glare direct lighting for after dark

Electrical and Data

Power for possible future induction and conveyance system





Pop-Up Carts

A mobile pop-up cart can be a destination feature within the Library. Utilized by either staff or community members that want to feature displays, host pop-up retail, informative materials, or public demonstrations and visuals.

Activities

Staff and customer interaction, community interaction, retail, visual displays, demonstrations

Adjacencies

Entrance, Public Space, centrally located

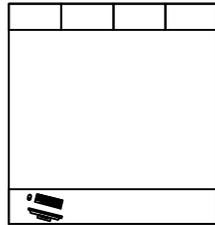
Finishes, Furnishings, and Considerations

The cart should be flexible for various user needs - possibly modular components, signage and be lockable

Environmental + Engineering Needs

Electrical and Data

Integrated power and data



Book Drive Up/Coffee

A location provided for patrons who wish to donate books or take books. A separate room needs to be set aside to deal with donations. The room should be adjacent to the work area and the loading dock. The room should have 90" single-faced shelving around the walls, with the exception of counter space for a computer. This area can also serve as a small "cafe" area for coffee.

Adjacencies

Entrance

Furniture + Equipment

Sink, coffee machine, waste receptacle, counter space for computer

Shelving

90" single-faced shelving

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC rating

Electrical + Data

WiFi for Public access

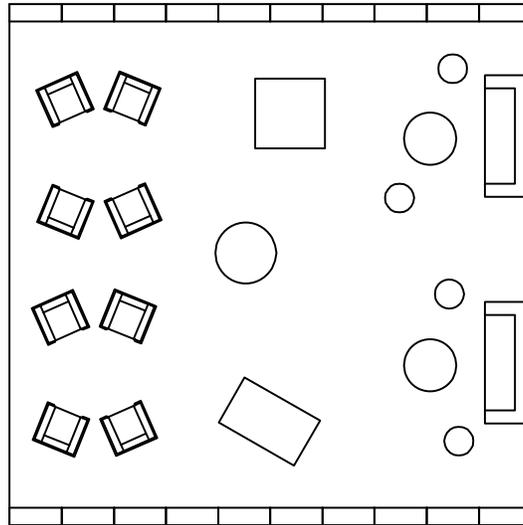
Power for coffee machine

Lighting

General indirect lighting

HVAC + Control

User comfort 35-65% RH



Browsing Books/Popular Collections/Living Room

This area will consist of popular materials such as audio books, DVDs, large print, new books, paperbacks, and display shelving. This collection is highly browsed and circulated, and customers should be able to enjoy comfortable seating for reading, conversation and lounging. This should not be considered or located adjacent to a “quiet” area.

Adjacencies

Welcome Station, Cafe & Retail Bookstore, Community Gallery

Furniture + Equipment

Informal soft seating, coffee and side tables

Shelving

Popular collection shelving, may include mobile 66” shelving, angled at the bottom for easy viewing or display of lower titles for maximum layout flexibility, or retail like displays.

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC rating

Electrical + Data

WiFi for Public access

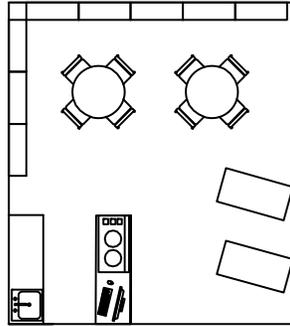
Power for coffee machine

Lighting

General indirect lighting

HVAC + Control

User comfort 35-65% RH



Cafe and Retail Bookstore

The Cafe will serve as a destination for the community to gather, lounge, relax, read, and study while having the ability to enjoy a snack or beverage. The Cafe has the potential to serve as a demonstration kitchen for culinary classes or demonstrations in the future. It will also function as a retail bookstore for book sales.

Adjacencies

Centrally located in the Living Room & Browsing Books area, Storage

Furniture + Equipment

Dishwasher, microwave, sink, warming oven, countertops, bench seating, cafe tables and chairs, stools at the counter

Shelving

Upper and lower cabinetry for storage for the kitchen area. Retail book display tables and shelving for easy browsing

Considerations

NSF-approved surfaces for food zones. Easy to clean surfaces, finishes and furniture. Colors and finishes should be welcoming, comfortable and inviting

Environmental + Engineering Needs

Acoustics

Open Public Area; 35-40 NC Rating

Lighting

General indirect lighting; 30 fc
Direct task lighting over counter surfaces
Separate control switch for this room

HVAC and Control

User comfort; 35-65% RH
Isolated exhaust and fire protection at kitchen

Electrical and Data

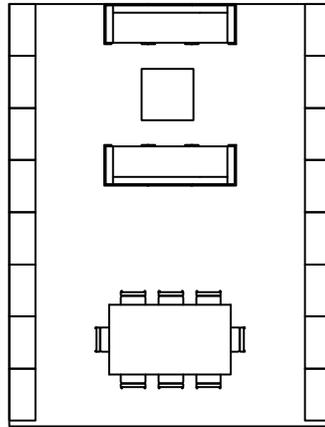
42" GFCI above counter outlets along with power along perimeter wall.
Provide necessary power for selected appliances. Integrated outlets to furniture for charging capabilities, WiFi throughout

Utilities

Water

Finishes

Acoustic ceiling, hard surfaces for easy cleanability



Quiet Room (Den)

The “Library” serves as a quiet space to provide individuals a peaceful, calm place to relax, read, or study. Shelving is provided for collections and should offer a variety of seating options- lounge and study tables.

Adjacencies

Small Group Study Room, Adult PC Area, Homework Help & Activity Center

Finishes, Furnishings, and Considerations

Study tables and chairs, lounge chairs and side tables. Carpeted flooring, colors and finishes that promote relaxation and focus.

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC Rating

Finishes

Acoustic ceiling

Lighting

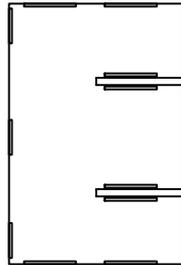
General indirect lighting; 30 fc
Natural lighting

HVAC + Control

User comfort 35-65% RH

Electrical and Data

Integrated power in furniture, WiFi throughout



Community Gallery

The Gallery will be a flexible space to provide an area for the Library, local artists, or the community to display multi-media based work.

Adjacencies

Entrance Area, Community Meeting Room, Browsing Books/Popular Collections and Living Room “Bookstore”

Special Considerations

This space should be flexible to allow for various configurations and display types, which may include projections, displays directly on the wall, or furniture in the center for patrons to browse.

Environmental + Engineering Needs

Acoustics

Open Public Area; 35-40 NC Rating

Lighting

Track lighting or recessed down-lighting fixtures with movable lens

HVAC and Control

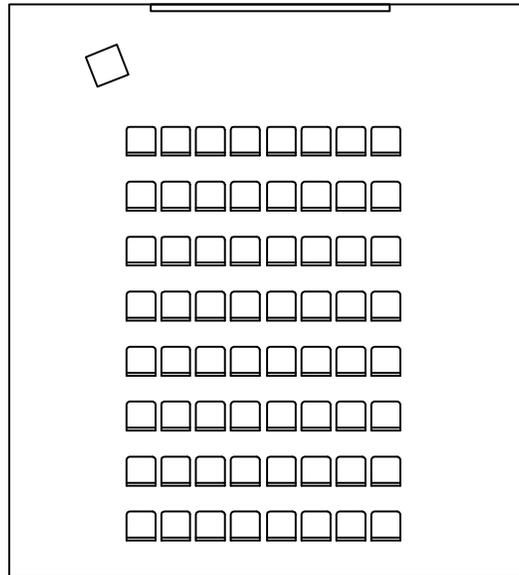
User comfort; 35-65% RH

Electrical and Data:

WiFi available throughout

Technology:

Infrastructure provided for projector



Community Meeting Room

The Community Room should be large and flexible for hosting lectures, performances, Library programs, and other community events and should have direct access to the Kitchen. It should have a dedicated Storage Room and easy-to-move, nestable tables as well as a cabinet for frequently used supplies. The room should be able to be divided into smaller rooms with a movable partition wall that has a level of sound attenuation acceptable to carry on multiple simultaneous events. The area should be fully carpeted. A projector should be mounted in the ceiling so that it can be used for presentations and movies, alternatively a short-throw projector or large screen TV can be used, as long as inputs are provided for connecting a wide variety of playback devices. The screen should be retractable or ‘hidden’ when not in use. Speakers should provide 5.1 sound. This room should allow for after hours access from the Lobby, at which time patrons can also access the Restrooms without having access to the rest of the building. It should also have one ingress and one egress door from the exterior, which can be used particularly for voting or other times when controlled access is needed. It should not be accessible from the exterior at other times.

Adjacencies

Entry Lobby, Restrooms, Kitchen
This room should be accessible from the Lobby when the Library is closed

Furniture

Easy-to-move, nestable tables and chairs
Furniture useful for both collaboration and presentation, ADA -accessible podium, allowing for both stand-up and sit-down presentations

Shelving

Cabinet for frequently used supplies

Considerations

Dividable partition wall
Retractable seating

Community Meeting Room

Environmental + Engineering Needs

Acoustics

Classroom/Training: 25-30 NC Rating
Considerations should be made for speech intelligibility, control of background noise, and sound absorption. Consider locations and extent of sound absorptive materials to reduce reverberation. The Performance Area should be able to accommodate both speech and music and the associated reverberation times.

Lighting

General indirect lighting; 30 fc. Lighting should be dimmable. Separate control switch for each side of partition wall.

HVAC + Control

User comfort 35-65% RH
HVAC control should allow for room temperature to be set cooler an hour before the program starts and for separate temp/humidity control relative to the rest of the building. Control should be located in a secure location.

Electrical

Power throughout perimeter of room as well as floor boxes with data and power within a raised floor system to allow for flexible seating configurations.

Data

WiFi capable of handling at least 150 mobile devices at a minimum of 4 down/1 up

Technology

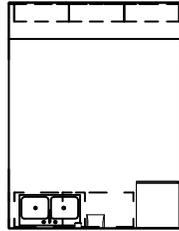
A projector should be mounted in the ceiling so that it can be used for presentations and movies, alternatively a short-throw projector or large screen TV can be used, as long as inputs are provided for connecting a wide variety of playback devices. The screen should be retractable or 'hidden' when not in use. Speakers should provide 5.1 sound. Ability for a wireless mic to tie into the 5.1 sound system, supported by an ALS system should be provided. Display technology should be useful for both collaboration and presentation. In addition to centralized projection technology serving the entire room, collaboration will require mobile smart screens that can be assigned to flexible 'collaboration stations'. Structured wiring for integrated lighting, acoustics, video, and shade control would be ideal.

Finishes

Carpet flooring and acoustic ceiling. Considerations for durability and sound attenuation should be made in regards to interior finishes.

Equipment:

- Dedicated secure area to house equipment: Blu Ray player, CD player, switchers, scalars, amplifiers, Tascam media recorder, A/V equipment
- Surround sound
- Crestron control system for lighting, sound and equipment
- Preview monitor for laptops/Power Point presentations
- Ceiling mounted projector; minimum 8k Lumen; 2 lamp projector
- Ceiling mounted retractable screen (Not Da-Lite screen)
- Dimmable lighting in the room
- Retractable dividing walls (multiple equipment – projector/screens for each division)
- Multiple wall inputs (left and right of screen): 2 VGA/HDMI/Composite; microphone inputs, CAT connections
- Airmedia & Wi-Fi
- Video camera for Skype and teleconferencing
- Lectern with gooseneck microphone – XLR out to system
- Microphones, stands and booms
- Concession window
- Music stands, flip chart stands, easels
- Dry erase boards
- In-focus projector (portable backup projector)
- Stanchions
- Storage for paper supplies and other goods
- Retractable green screen, multiple backgrounds for photography and recording equipment
- Television on movable stand with locking cabinet for external console systems
- Shades on windows
- Upright piano
- Banquet tables and chairs to fill the room; including chair racks for easy storage
- Movable staging for small performances (duet & trio musical performances)
- Linens for tables
- Reception items (high cocktail tables, banquetware)
- Portable pipe and drape for events
- Ample storage for everything



Catering Kitchen

The Catering Kitchen will serve the Performance Area and various programmed activities.

Adjacencies

Community Meeting Room, Storage

Furniture + Equipment

Dishwasher, microwave, sink, refrigerator, stove/oven, coffee maker, countertops, secure storage for kitchenette items, possible movable counter surface for the center of the kitchen for flexibility

Shelving

Upper and lower cabinetry for storage

Considerations

Slip-resistance flooring, NSF approved surfaces for food zones

Environmental + Engineering Needs

Acoustics

Open Staff Area; 35-40 NC Rating

Lighting

General indirect lighting; 30 fc
Direct task lighting over counter surfaces
Separate control switch for this room

HVAC and Control

User comfort; 35-65% RH

Electrical and Data:

42" GFCI above counter outlets along with power along perimeter wall.
Provide necessary power for selected appliances. WiFi throughout.

Utilities

Water

Finishes

Acoustic ceiling, hard surfaces for easy cleanability



Storage

A dedicated storage area should be identified for A/V equipment and program supplies.

Adjacencies

Community Meeting Room, Catering Kitchen, Cafe & Retail Bookstore

Furniture + Equipment

Furniture dollies, metal rack shelving for equipment and supplies

Considerations

Hard surface flooring easy to roll carts in and out, considerations for durability and sound attenuation for finish selections. Easy cleanability.

Environmental + Engineering Needs

Acoustics

Private Work Area; 35-40 NC Rating

Finishes

Acoustic ceiling

Lighting

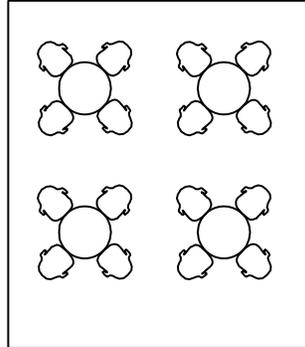
General indirect lighting; 30 fc

HVAC and Control

User comfort; 35-65% RH

Electrical and Data

Power throughout perimeter of room,
WiFi available



Homework Help & Activity Center

The Homework Help & Activity Center will be a place for 15-20 people to gather. The space could either be used by clubs for gathering and discussion, or smaller groups for one-on-one tutoring and homework assistance. Seating and tables should be easy to re-configure for flexible arrangements within the room.

Adjacencies

Quiet Room (Den), Small Group Study Room, Adult PC Area

Furniture + Equipment

Tables and chairs, various size options for flexible configurations, laptop cart with laptops, backpack and school supply storage, white board

Environmental + Engineering Needs

Acoustics

Classroom; 25-30 NC Rating

Lighting

General indirect lighting; 30 fc.

HVAC and Control:

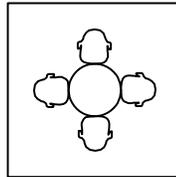
User comfort; 35-65% RH

Electrical and Data

Power throughout perimeter of room as well as power integrated furniture, WiFi throughout

Finishes

Acoustic ceiling



Small Group Study Room

The Small Group Study Room will be a place for customers to read, study, alone or collaboratively, in addition to receiving tutoring or mentoring. The area will offer various seating types for flexible layouts and gathering.

Adjacencies

Quiet Room (Den), Adult PC Area, Homework Help & Activity Center

Furniture + Equipment

Tables and chairs, various size options for flexible configurations, laptop cart with laptops, backpack and school supply storage, white board

Environmental + Engineering Needs

Acoustics

Classroom; 25-30 NC Rating

Lighting

General indirect lighting; 30 fc

HVAC and Control

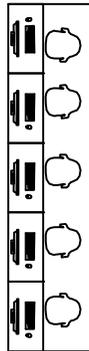
User comfort; 35-65% RH

Electrical and Data

Power throughout perimeter of room as well as power integrated furniture, WiFi throughout.

Finishes

Acoustic ceiling



Adult PC Area

The Adult PC Area offers workstations for personal use or classes. Each workstation will have a computer with a flat panel monitor. The teacher's screen should be connected to a projector and/or large screen to teach students how to use library resources while movies or media are shown. There could be one large screen at the front (and possibly three depending on how the desks will be arranged). The lab should be oriented and designed so that it can be used for public computing when training is not in progress. This includes visual control of the room from outside, and proper positioning of the screens so that they all face the instructor when required. Sufficient room should be provided between workstations that an instructor can quickly reach any workstation to provide one-on-one assistance.

Adjacencies

Homework Help & Activity Center, Print Center, Teen Space

Finishes, Furnishings, and Considerations

Adjustable height workstation which allows for seated or standing work. Adjustable height chair or stool. Media connection that can project from multiple technologies onto a television screen. Room may have glass or partial glass walls for visibility from the public space and be viewable from central service points.

Environmental + Engineering Needs

Acoustics

Teleconference Room: 25 maximum NC Rating

These may be "loud" spaces for telephone use or teleconferencing, so considerations must be made for sound attenuation to minimize noise transfer to adjacent spaces.

Lighting

General indirect lighting; 30 fc
Separate control switch for each room

HVAC + Control

User comfort 35-65% RH

Electrical and Data

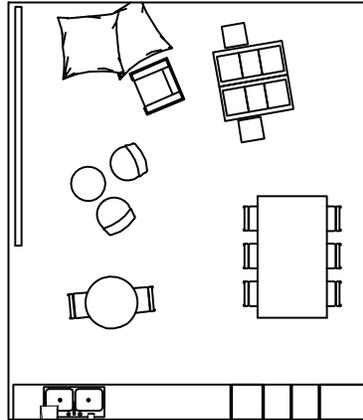
Integrated power in furniture, WiFi throughout

Technology

Television screen that may be linked to various media devices

Finishes

Acoustic ceiling



Teen Space

Teen area should be a dedicated and private space for teens ages 12-18. This area should include a Social or “Hang Out” Zone, a Collaborative or “Mess Around” Zone and a Focused or “Geek Out” Zone. The Focused or “Geek Out” Zone should be a Quiet Space that is enclosed with glass walls for noise abatement within the Teen Area. The teen area should be focused on mentor relationships, hybrid models including traditional and innovative technologies, and creating/doing as the key to learning and should include seating areas, and computers. There should be a small, possibly mobile, service point in the Teen Area that will accommodate one staff person.

Adjacencies

Cafe, not located close to Early Childhood or Storytelling

Furniture + Equipment

Combination of quiet and collaborative table seating and soft seating, laptop cart with laptops

Shelving

Shelving for various displays, provide area for Teens to share own work/creations

Considerations

Teen Area should have glass or partial glass walls for visibility from the public space and be viewable for safety from a central service point. Carpeted floor, tackable or writable wall surfaces. Interior finishes should be fun and inviting to teens.

Teen Area

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC Rating
Quiet Areas: 25-30 NC Rating

Lighting

Natural Light and general indirect lighting; 30 fc
Direct non-glare lighting at workstations

HVAC and Control

User comfort; 35-65% RH

Electrical and Data

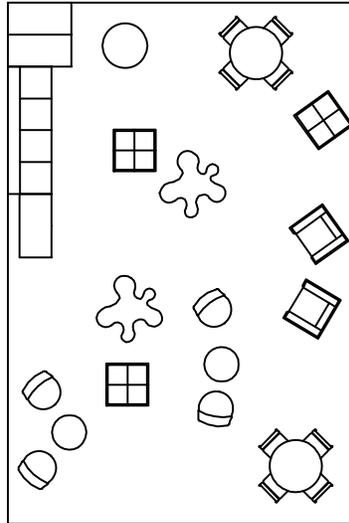
Power throughout perimeter of space as well as floor boxes with data and power within a raised floor system to allow power for flexible shelving and seating configurations. Integrated power to furniture, power/data for computer areas, WiFi throughout.

Technology

Large television screens or smartboards with projector for group collaboration, showing movies, gaming, etc.

Finishes

Acoustic ceiling/sound absorption



Children's Play Area

A dedicated room for Children with comfortable seating for caregivers while giving children adequate space to engage in interactive activities such as dress up, puppets, and play acting. Small tables with chairs should be provided for puzzles and other table-top activities. Walls should have interactive play structures that can be changed out periodically. The Service Point should have good sight lines to the Children's Space, and have areas provided for self check-in and out.

Adjacencies

Storytime Area, Children's PC Area, directly adjacent to facilities

Furniture + Equipment

Lounge furniture, table and chairs, interactive games, collections, book bins, monitor/screen for projections. Children may primarily sit on the floor, child friendly furniture may also be available.

Shelving

Shelving should be appropriate for each genre within the Children's collection

Finishes

Carpet flooring, colors and finishes should be welcoming, comfortable and inviting

Considerations

Clear signage to indicate Children's Space and visual markers to identify change in material/collections, should be easy and flexible to change.

Children's Play Area

Environmental + Engineering Needs

Acoustics

Open Public Area; 25-30 NC Rating

Lighting

Natural light, but no direct lighting on collections. General indirect lighting;
30 fc

HVAC and Control

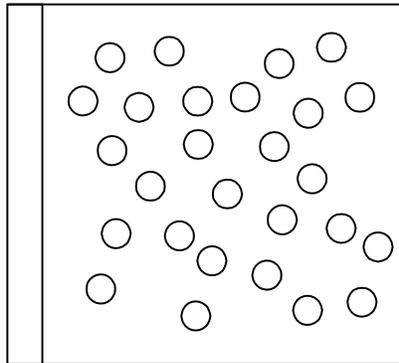
User comfort; 35-65% RH

Electrical and Data

Power throughout perimeter of room as well as power integrated furniture, WiFi
throughout

Finishes

Acoustic ceiling



Storytime Area

A dedicated Children's Room for programmed activities and storytelling. The space needs to be cozy and carpeted. Flexible seating options to be provided with bench seating possibly at the perimeter. Stroller parking should be available outside this room.

Adjacencies

Children's Play/Children's Collections, Children's PC Area

Furniture + Equipment

Stackable chairs or poufs, possibly adjustable height tables - easily movable and to store away

Shelving

Lockable storage cabinets

Considerations

Flooring should be durable, easily cleanable, but comfortable to sit on. Area rug or flooring design that indicates the story area.

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC Rating

Lighting

General indirect lighting; 30 fc
Dimmable lighting

HVAC and Control

User comfort; 35-65% RH

Electrical and Data

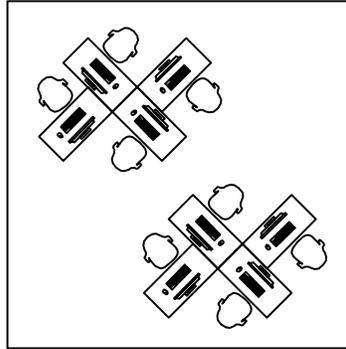
Power throughout perimeter of space, WiFi throughout

Technology

Built in speaker system, monitor or projection screen for movies

Finishes

Acoustic ceiling/sound absorption



Children's PC Area

The Children's Computer area will provide an area for various early literacy programs for children to use, self-directed or with assistance. Each workstation should have a computer with a flat screen monitor. The computer area will also provide areas where users can bring their own devices to collaborate, share, and present. Computers may include AWE game computers, Early Literacy Stations, and After School Edge.

Adjacencies

Children's Play Area, Children's Play/Children's Collection

Furniture + Equipment

Workstations which allows for Children's seated or standing work. Adjustable height chairs or stools.

Finishes

Flooring that is easily cleanable

Considerations

The furniture should be easy to move and arrange for different configurations.

Environmental + Engineering Needs

Acoustics

Open Public Area; 25-30 NC Rating

Lighting

Natural light and general indirect lighting
30 fc

HVAC and Control

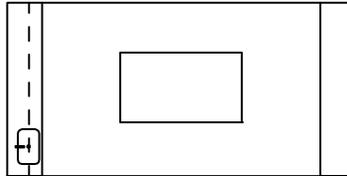
User comfort; 35-65% RH

Electrical and Data

Power throughout perimeter of room as well as integrated into furniture when possible to allow for easy charging of personal electronic devices, WiFi throughout

Finishes

Acoustical absorption considered for ceiling



Staff Prep & Storage

This Staff Prep & Storage room will house materials and supplies used for Children’s program activities and the Storytelling activities.

Adjacencies

Storytime Area, Childrens Play/Children’s Collection, Community Meeting Room

Finishes and Furnishings

Durable surfaces, furniture dollies, book carts, various sized storage compartments/ cabinets for supplies.

Environmental + Engineering Needs

Acoustics

Private Work Area; 35-40 NC Rating

Finishes

Acoustical absorption considered for ceiling

Lighting

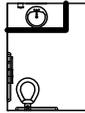
General indirect lighting; 30 fc

HVAC and Control

User comfort; 35-65% RH

Electrical and Data

Power throughout perimeter of room, WiFi available



Family Restroom

A restroom centrally located in the children's area for families to access.

Adjacencies

Storytime Area, Children's Play/Children's Collection

Finishes and Furnishings

Hard cleanable surfaces

Environmental + Engineering Needs

Acoustics

Private Area; 30-35 NC Rating

Utilities

Water

Lighting

General indirect lighting

Finishes

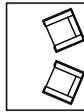
Acoustical absorption considered for ceiling

HVAC and Control

User comfort; 35-65% RH

Electrical and Data

Power at countertop



Nursing Room

The Nursing Room will provide a private place, shielded from view, and free from intrusion for nursing while at the library.

Adjacencies

Children’s Play/Children’s Collections, Storytime Area, Browsing Books/Popular Collections and Living Room “Bookstore”

Furnishings

Comfortable chair with good back support, countertop or table for breastpump and supplies, wastebasket, nearby sink for washing hands, pump, and tubing, possibly bulletin board or display shelving for informative pamphlets, books

Considerations

Doors should lock, “occupied” sign for door, cleaning supplies for surfaces, hands, daily maintenance

Environmental + Engineering Needs

Acoustics

Private Area; 35-40 NC Rating

Finishes

Acoustical absorption considered for ceiling

Lighting

General indirect lighting; 30 fc

HVAC and Control

User comfort; 35-65% RH

Electrical and Data

Power throughout perimeter of room, WiFi available



Learning Center Welcome Station

The Welcome Station can be a “perch” without a computer in which case the staff person’s job is to welcome people, make sure they know where to go, and to be available to help people doing self check-out. Another option is to make it more of an Accounts Desk or Info Desk where people can get their library cards, pay fines and fees and also get basic directional assistance, and possibly even serve as a Reference/RA service point.

Adjacencies

Entrance, Lockers, Returns, Pop-up Carts, Restrooms

Finishes, Furnishings, and Considerations

Counter for setting down material and personal items. Computer workstation and phone at service point.

Shelving

Display shelving may be located in this area.

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC rating

Lighting

Natural lighting and general indirect lighting; Provide direct, non-glare task lighting of any staffed service points

HVAC + Control

User comfort 35-65% RH

Electrical + Data

Power/data to each computer as well as power for any staffed service points. WiFi for Public access.

Technology

Catalog computers



Learning Center Lockers

This area will be for lockable storage, easily accessible by staff.

Adjacencies

Entrance

Environmental + Engineering Needs

Acoustics

Open Public Area; 35-40 NC Rating

Lighting

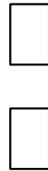
General indirect lighting; 30 fc

HVAC and Control

User comfort; 35-65% RH

Electrical and Data

WiFi available throughout



Learning Center Returns

Two patron inductions that allow patrons to return materials during library hours. The patron returns should be located in the vestibule area. If not in a vestibule, the patron returns require a substantial awning or cover for screen visibility in daylight and for protection from weather while returning material.

Adjacencies

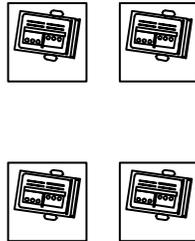
Vestibule/Welcome Station

Environmental + Engineering Needs

Lighting

Natural light and non-glare direct lighting for after dark





Learning Center Pop-Up Carts

A mobile pop-up cart can be a destination feature within the Library. Utilized by either staff or community members that want to feature displays, host pop-up retail, informative materials, or public demonstrations and visuals.

Activities

Staff and customer interaction, community interaction, retail, visual displays, demonstrations

Adjacencies

Public Space, centrally located

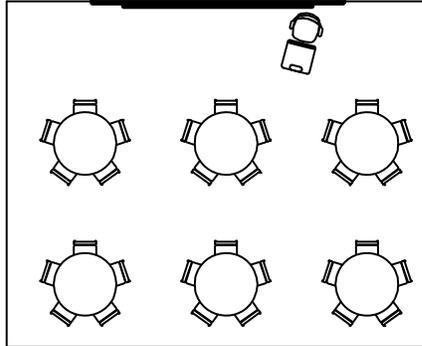
Finishes, Furnishings, and Considerations

The cart should be flexible for various user needs - possibly modular components, signage and be lockable.

Environmental + Engineering Needs

Electrical and Data

Integrated power and data



Learning Lab Classroom #1

A flexible classroom for workshops, activities or programmed activities to take place. Tables should be nestable, chairs to be high density stackable chairs to provide flexibility for easy re-configuration in the room. Various layouts accommodate different learning styles as they relate to various users.

Adjacencies

Reception Area, Storage, Small Study Rooms, Telephone/Laptop Rooms

Furniture + Equipment

Classroom tables and stackable chairs, lectern or small desk for instructor, laptop cart with laptops

Finishes

Carpeted flooring

Environmental + Engineering Needs

Acoustics

Classroom/Training: 25-30 NC Rating

Lighting

General indirect lighting; 30 fc.
Dimmable lighting

HVAC + Control

User comfort 35-65% RH

Electrical and Data

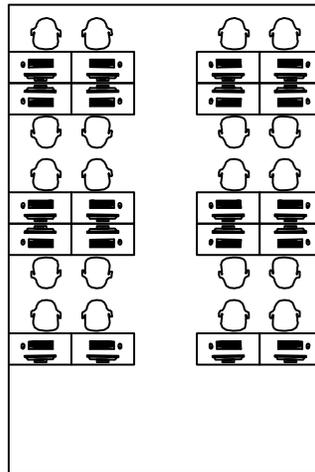
Integrated power in conference table, power throughout perimeter of room, WiFi throughout

Finishes

Acoustic ceiling, considerations for durability and sound attenuation and high density materials

Technology

Projector mounted to ceiling, TV monitor or recessed screen.



Learning Lab Computer Lab

The Computer Lab offers Workstations for personal use or classes. Each workstation will have a computer with a flat panel monitor. The teacher’s screen should be connected to a projector and/or large screen to teach students how to use library resources while movies or media are shown. There could be one large screen at the front (and possibly three depending on how the desks will be arranged). The lab should be oriented and designed so that it can be used for public computing when training is not in progress. This includes visual control of the room from outside, and proper positioning of the screens so that they all face the instructor when required. Sufficient room should be provided between workstations that an instructor can quickly reach any workstation to provide one-on-one assistance.

Adjacencies

Conference Room, Small Study Rooms, Print Center, Classroom #1

Finishes, Furnishings, and Considerations

Classroom tables (nestable, foldable), chairs on casters, resilient flooring, lectern or small desk for instructor

Environmental + Engineering Needs

Acoustics

Classroom/Training: 25-30 NC Rating

Lighting

General indirect lighting; 30 fc
Dimmable lighting

HVAC + Control

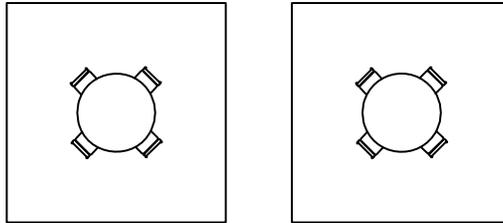
User comfort 35-65% RH

Electrical and Data

Integrated power in furniture, power throughout perimeter of room, WiFi throughout

Finishes

Acoustic ceiling
Resilient flooring



Learning Lab Small Study Rooms

Individual study rooms are desired to provide individuals or small groups a private and quiet study space. They should be equipped with data and power, along with a study table and chairs. Writable wall surfaces or monitors to exchange ideas may also be included.

Adjacencies

Computer Lab, Telephone/Laptop Rooms, Print Center, Classroom #1

Finishes, Furnishings, and Considerations

Study table and chairs. Media connection that can project from multiple technologies onto a monitor or wall surface. Study rooms should have glass or partial glass walls for visibility from the public space and be viewable from central service points.

Environmental + Engineering Needs

Acoustics

Teleconference Room: 25 maximum NC Rating

Lighting

General indirect lighting; 30 fc
Separate control switch for each room

HVAC + Control

User comfort 35-65% RH

Electrical and Data

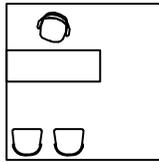
Integrated power in furniture, WiFi throughout

Technology

Television screen that may be linked to various media devices

Finishes

Acoustic ceiling



Learning Lab Reception

The Reception Area welcomes patrons and serves as a waiting area for those waiting for the Small Study Rooms for meetings or to await the next class. The Receptionist is available to assist patrons and provide information for various classes being offered.

Adjacencies

Consultation Rooms, Social Services Computers, Family Play Area with Family PCs, Specialized Collections

Finishes, Furnishings, and Considerations

Computer workstation and phone at reception desk, comfortable lounge furniture at waiting area

Shelving

Display shelving or signage may be located in this area

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC rating

Electrical + Data

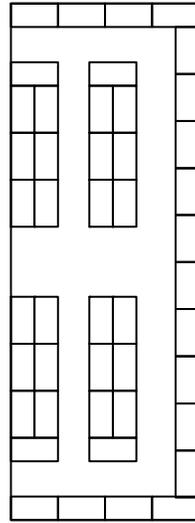
Power/data at Reception
WiFi throughout

Lighting

Natural lighting and general indirect lighting.

HVAC + Control

User comfort 35-65% RH



Learning Lab Storage

A dedicated storage area should be identified for A/V equipment and program supplies.

Adjacencies

Classroom #1, Computer Lab, Print Center, Small Study Rooms, Conference Rooms

Furniture + Equipment

Furniture dollies, metal rack shelving for equipment and supplies

Considerations

Hard surface flooring easy to roll carts in and out, considerations for durability and sound attenuation for finish selections. Easy cleanability.

Environmental + Engineering Needs

Acoustics

Private Work Area; 35-40 NC Rating

Finishes

Acoustic ceiling

Lighting

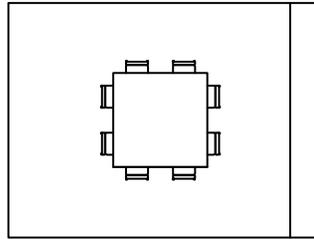
General indirect lighting; 30 fc

HVAC and Control

User comfort; 35-65% RH

Electrical and Data

Power throughout perimeter of room,
WiFi available



Learning Lab Conference Room

A small meeting room should be flexible for hosting groups for book clubs, global café, and other library and community events. A projector should be mounted in the ceiling so that it can be used for presentations and movies, alternatively a short-throw projector or large screen TV can be used, as long as inputs are provided for connecting a wide variety of playback devices. The screen should be retractable or 'hidden' when not in use. Speakers should provide 5.1 sound.

Adjacencies

Classroom #1, Computer Lab, Print Center, Small Study Rooms

Furniture + Equipment

Conference table and chairs, credenza

Finishes

Carpeted flooring

Environmental + Engineering Needs

Acoustics

Classroom/Training: 25-30 NC Rating
Consideration for speech intelligibility, control of background noise, and sound absorption

Lighting

General indirect lighting; 30 fc
Dimmable lighting

HVAC + Control

User comfort 35-65% RH

Electrical and Data

Integrated power in conference table, power throughout perimeter of room, WiFi throughout

Finishes

Acoustic ceiling, considerations for durability and sound attenuation

Technology

Projector mounted to ceiling, TV monitor or recessed screen. Built in speakers to provide 5.1 sound. Structured wiring for integrated lighting, acoustics, video, and screen control are ideal.



Learning Lab Telephone & Laptop Room

Individual study rooms or telephone rooms are desired to provide individuals a private and quiet study space or allow for phone conversations that do not disturb the public. These should allow for audio and video conferencing. They should be equipped with data and power, along with an adjustable height workstation. A smart TV monitor may be installed in some or all of these rooms to facilitate video conferencing in conjunction with a patron's technology of choice - i.e. tablet or laptop.

Adjacencies

Classroom #1, Computer Lab, Print Center, Small Study Rooms, Conference Rooms

Finishes, Furnishings, and Considerations

Adjustable height workstation which allows for seated or standing work. Adjustable height chair or stool. Media connection that can project from multiple technologies onto a television screen. Study rooms should have glass or partial glass walls for visibility from the public space and be viewable from central service points.

Environmental + Engineering Needs

Acoustics

Teleconference Room: 25 maximum NC Rating

These may be "loud" spaces for telephone use or teleconferencing, so considerations must be made for sound attenuation to minimize noise transfer to adjacent spaces.

Lighting

General indirect lighting; 30 fc
Separate control switch for each room

HVAC + Control

User comfort 35-65% RH

Electrical and Data

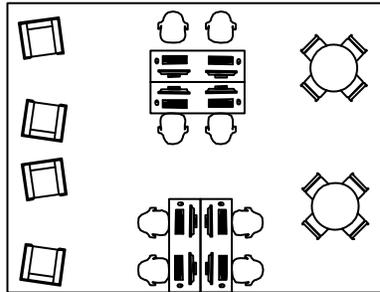
Integrated power in furniture, WiFi throughout

Technology

Television screen that may be linked to various media devices

Finishes

Acoustic ceiling



Learning Lab Family Play Area with PC's

Family computers offers workstations for personal use or classes. Each workstation will have a computer with a flat panel monitor.

Adjacencies

Consultation Rooms, Social Services Computers, Specialized Collections

Finishes, Furnishings, and Considerations

Tables, chairs on casters, resilient flooring

Environmental + Engineering Needs

Acoustics

Classroom/Training: 25-30 NC Rating

Finishes:

Acoustic ceiling

Lighting

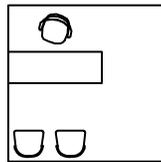
General indirect lighting; 30 fc

HVAC + Control

User comfort 35-65% RH

Electrical and Data

Integrated power in furniture, WiFi throughout



Social Services Center Reception

The Reception Area welcomes patrons and serves as a waiting area for those waiting for Social Services consultations or to await information sessions. The Receptionist is available to assist patrons and provide information for various classes being offered.

Adjacencies

Consultation Rooms, Social Services Computers, Family Play Area with Family PCs

Furniture + Equipment

Cafe tables and chairs, display shelving for informative materials and pamphlets, office workstation, task chair, guest chairs, storage

Finishes

Carpeted flooring

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC Rating

Finishes

Acoustic ceiling

Lighting

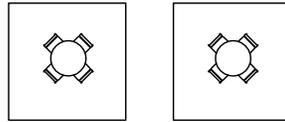
General indirect lighting; 30 fc.
Natural lighting

HVAC + Control

User comfort 35-65% RH

Electrical and Data

Integrated power in furniture, WiFi throughout



Social Services Center Consultation Rooms

The Social Services Center consultation rooms are available for the community to meet privately one-on-one for information or guidance. Group information sessions may also occur, open to the community to learn about various government based programs, including tax information, healthcare, or resources available to the community.

Adjacencies

Social Services center, Reception, Social Services Computers

Furniture + Equipment

A variety of seating for flexible configurations and seating types - lounge furniture, round cafe tables for gathering, possibly stackable chairs for group gatherings

Finishes

Carpeted flooring

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC Rating

Finishes

Acoustic ceiling

Lighting

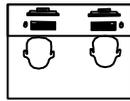
General indirect lighting; 30 fc
Natural lighting

HVAC + Control

User comfort 35-65% RH

Electrical and Data

Integrated power in furniture, WiFi throughout



Social Services Center Computers

Computers are available in the Social Services Center to allow users to learn more and do research regarding any questions they may have or use for filling out online documentation.

Adjacencies

Consultation Rooms, Family Play Area with Family PCs, Specialized Collections

Furniture + Equipment

A variety between comfortable lounge seating and cafe tables and chairs

Finishes

Carpeted flooring

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC Rating

Finishes

Acoustic ceiling

Lighting

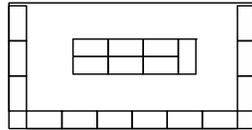
General indirect lighting; 30 fc
Natural lighting

HVAC + Control

User comfort 35-65% RH

Electrical and Data

Integrated power in furniture, WiFi throughout



Specialized Collections

The Specialized Collections located in the Learning Center will focus on books such as travel, do-it-yourself, computers, general educational development.

Adjacencies

Social Services Center, Welcome Station/Reception, Small Study Rooms

Furniture + Equipment

A variety between comfortable lounge seating and cafe tables and chairs

Finishes

Carpeted flooring

Environmental + Engineering Needs

Acoustics

Open Public Area: 35-40 NC Rating

Finishes

Acoustic ceiling

Lighting

General indirect lighting; 30 fc
Natural lighting

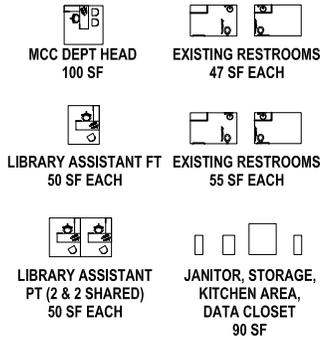
HVAC + Control

User comfort 35-65% RH

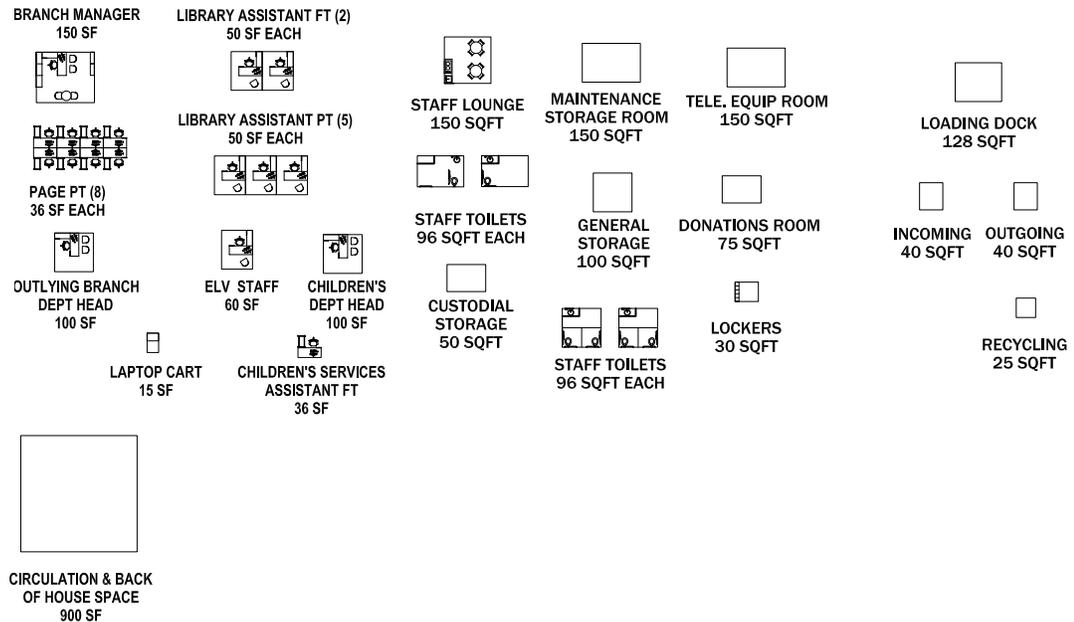
Electrical and Data

Integrated power in furniture, WiFi throughout

Learning Center Administration + Support



Community Center Administration + Support



Workstations

Workstations should be provided so each staff person has a place to access the Internet and the ILS, use the phone, and store paper files. The workstations should consist of desks that can be used standing or sitting with ergonomic chairs that are easy to adjust since more than one person will be using them. The workstations must have enough room around them for a staff person to pull up a couple of book-carts to use for rough sorting while they are working at their computer. A straight line of workstations is preferred so it is easier for everyone to have what they need around them and still have room to move in and out of their work area with and without their book carts. Drawer, shelf, and cabinet storage should be available at each work area.

Branch Manager Office

One manager's office is necessary and this should open into the staff workroom. It should be positioned to be easily accessible by staff and the public. Ideally, the office will have an L-shaped desk, built-in shelves and cabinets, and a small consultation table. There should be a partial glass wall facing the workroom and a solid door, so that a window blind and the door can be closed when needed for privacy. The office needs a computer, one phone and one printer.

Circulation/Sort Room (place holder for future consideration)

Bins, Ergo-Carts, and Tote Lifter for Sorter - Each sort destination should be configured with a large bin or possibly "ergo-carts" for one or two sort destinations for items that will be shelved very quickly (e.g. holds). The ergo-carts do not need to be unloaded from bins to book carts. Instead the carts themselves can be taken directly to the stacks for shelving. One sort destination should be configured with a tote-lifter that will be used to hold 1-3 totes and which can be used to move the totes to the Sorting Rack for inter-Library delivery sorting that has to be done manually. These tote-lifters eliminate the need to carry any delivery totes.

Staging Areas - Staging areas near the sorter must be provided for additional empty bins (5'x7' area for two large bins) and empty book carts (15'x3' for 12 carts). Another staging area for ready-to-shelve carts should be provided near the door that leads out to the public area. Approximately 10'x3' for 5-7 ready-to-shelve carts. Space should be allocated for incoming delivery bins. The Library receives 20-25 bins once a day and sometimes twice a day. This area should accommodate 4 stacks of the Library's delivery bins (8'x6'). This area should be marked off and used only for this purpose. Space should be allocated for extra lids and empty bins (2'x7') and this should be out of the way (tucked away in an awkward corner) and also marked off and dedicated for this purpose. It may be possible to provide space for empty bins and lids in the sorting rack described below.

Sorting Rack for Inter-Library Delivery Totes - The sort room requires a Sorting Rack that can hold at least 25 delivery totes without requiring staff to reach higher than their shoulders to sort into the totes. Ideally the totes are angled so they can see inside the tote and easily re-arrange material. The Sorting Rack should be relatively close to the end of the sorter because the contents of one of the sorter bins are going to be manually sorted to the totes in the sorting rack.

Mending/Processing Stand-Up Work Table

One table should be provided that is big enough for a couple of people to use at one time. Supplies should be stored underneath for mending and processing supplies (labels, scissors, tape, etc). There might need to be a couple bigger shelves for things like heavy duty staplers, laminating machines, and other things that aren't used everyday (so should not be on the countertop) but which are used often enough that they should be stored there (in a designated and labeled spot so everyone always knows where they are).

Misc Shelving

There will also need to be shelving for extra supplies, missing pieces that are in process, seasonal collections, overflow and other items. Ideally, each workstation will have some shelving and there will also be at least one range of open shelves that is accessible for everyone in the department.

Supplies Closet and Other Equipment

Closets intended for coats and storage are recommended so that one can be actually used for coats. The storage closets should be near the department's MFP (copier, printer, scanner) and there should be a counter available for organizing materials while using the machines. Lockers for staff personal effects are also required. A sink would be nice too. A wall safe needs to be installed in one of the supply closets, to be verified. The safe holds the cash register money drawers overnight, so it must be large enough to hold four cash drawers. The Library to confirm installation method, alternately, a counter for the safe can be provided so that the safe is off the floor. Adjacent to the safe in the closet, there should be a counter large enough to hold a large cash drawer and a few supplies, such as coin sorters and wrappers. This counter will be used to count out the cash drawers each evening and prepare the deposit for delivery. Staff will access the safe and perform these duties daily, so its location should be easily accessible within the closet and without obstruction.

Administration + Support

Adjacencies

Circulation/Sort Room, Public Hold Area, Staff Lounge, Lockers, Staff Restrooms

Finishes, Furnishings, and Considerations

Each workstation should have its own phone, computer, drawers, cabinet and shelves. Technology may be such that 5 docking stations are needed (one at each workstation) and a laptop or tablet is issued to each staff member rather than a desktop computer at each workstation. Each office will have a computer workstation, phone, desk, and shelving. Collaborative work tables should be located at the center of the space.

Environmental + Engineering Needs

Acoustics

Open Staff Work Area: 35-40 NC Rating
Private Office: 30-35 NC Rating

Lighting

General indirect lighting; 30 fc;
Direct, non glare task lighting at each workstation; Separate control switches for workroom and supervisor's office

HVAC + Control

User comfort; 35-65% RH
Separate thermostatic control should be available for this room, with control located in a secure location

Electrical and Data

Power and data for each computer workstation and floor boxes with power and data for central worktables

Finishes

Carpeted floor, acoustic ceiling, tackable wall surfaces

Branch Manager Private Office

- PC (Routed to Color Printer in Shared Staff Space)
- Black & White Printer
- Phone

Shared, Open Office Space

- PC (2)
- Black & White Printer
- Color Printer
- Phones (2)
- Fax Machine
- Copy Machine

Adult Services Department

- B&W Printer
 - Color Printer
 - PC (2)
 - B&W Printer
 - Phone (2)
 - Barcode Scanners
 - Replicators
 - RFID Station
- Dept Head Office
- PC
 - B&W Printer
 - Phone

Children's Department

- B&W Printer
 - Color Printer
- Dept Head Office
- PC
 - B&W Printer
 - Phone

Learning Center

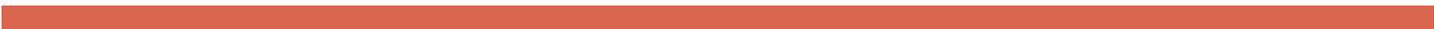
- PC
- B&W Printer
- Phone

Shared Open Office Space at Learning Center

- PC
- B&W Printer
- Phone

Approach to Collections

30% of public spaces have been allocated for Collections. The community will have the primary collection in the new library and feel like a community bookstore and the existing library, which is proposed to be the Learning Center, will house Specialized Collections related to travel, do-it-yourself, computers, and those studying for their GED for example.



Technology and Special Equipment

Nothing is changing more rapidly than the tools we utilize to deliver 21st century library services! This program strongly encourages a raised floor for flexible electrical distribution. Even if this becomes financially unfeasible, then the design team may want to zone the library or use pull-down power sources, commonly used in Maker's Spaces.

The primary goal will be to maximize the Library's opportunity to change programming and to provide the customer the most flexibility to access power.

For this program, the Mesquite staff has outlined technology and equipment needs based on the overall program goals.



General Equipment List

- Service Desk Pc
- Info Station
- Self Check
- Public Pc
- Public B&W Printer
- Public Color Printer
- Receipt Printers
- Service Desk Phone
- Print Release Station
- Fax Machine
- Copy Machine

Makerspace (considerations)

- 3D Printers (1 large, 2 minibots)
- Media Stations
- TechArt Lab (20 Macs)
- Movable furniture with comfortable seating
- Green screen with projector
- Large area for other Maker activities (arts & craft supplies, gadgets, Arduinos, sewing machines, etc.)
- Gaming Consoles (Xbox, PS4, Wii U)
- 3 Smart TVs with sound system
- Gaming Recliners
- Locked storage for games

Adult Services Department

- Service Desk Pc (2)
- Info Station (2)
- Self Check
- PC (10)
- B&W Printer
- Color Printer
- Receipt Printer (2)
- Service Desk Phone (2)
- Print Release Station
- Fax Machine
- Copy Machine

Children's Department

- Service Desk PC (2)
- Info Station (2)
- Self Check
- PC (10)
- B&W Printer
- Color Printer
- Receipt Printer (2)
- Service Desk Phone (2)
- Print Release Station

Homework Help Center

- 10 Laptop Carts + 2 for wide circulation

Adult Services Department

- Service Desk PC (2)
- Info Station
- Self Check (2)
- Receipt Printer (4)
- Service Desk Phone (2)

Learning Center

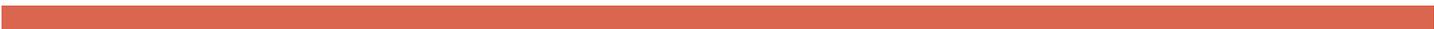
- Service Desk PC (3)
- Info Station (2)
- PC (28)
- B&W Printer (2)
- Color Printer (2)
- Receipt Printer (3)
- Service Desk Phone (3)
- Print Release Station
- Fax Machine (2)
- Copy Machine (2)
- Large-format copy machine
- Laminator
- Mobile Charging Station
- Paper Cutter
- Paper Shredder
- Public counter space/work area with office supplies (staplers, tape, envelopes, etc.)

Designed for Activities

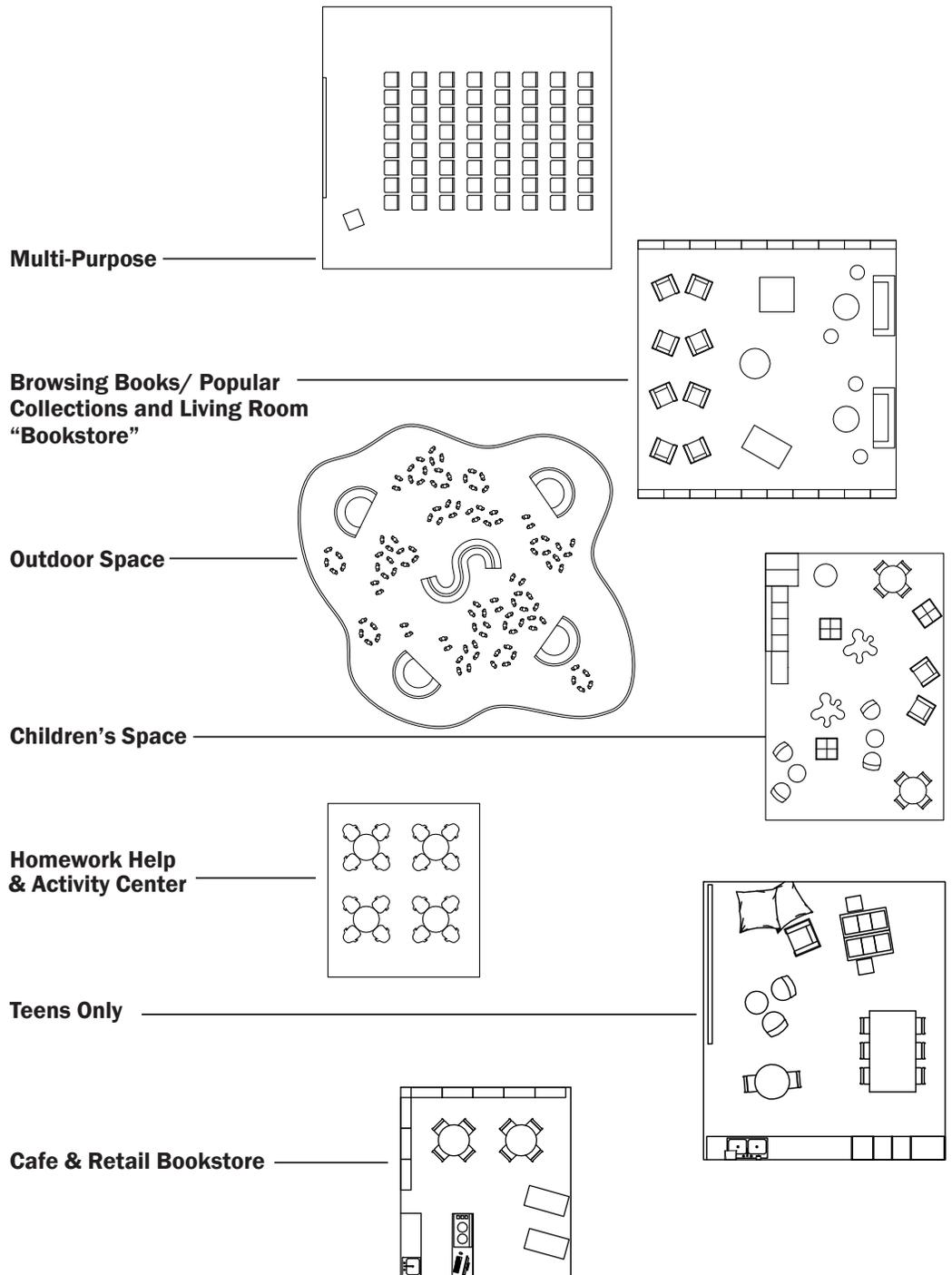
Essential to the program development approach is that the spaces are designed around programs and activities, not collections, reader seating or other benchmarks programmers utilized in the past.

They are intended to illustrate this approach based on the programmatic goals and priorities of the Mesquite branch.

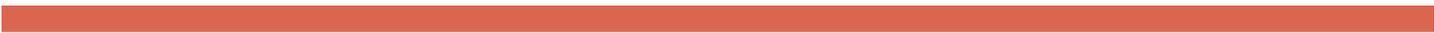
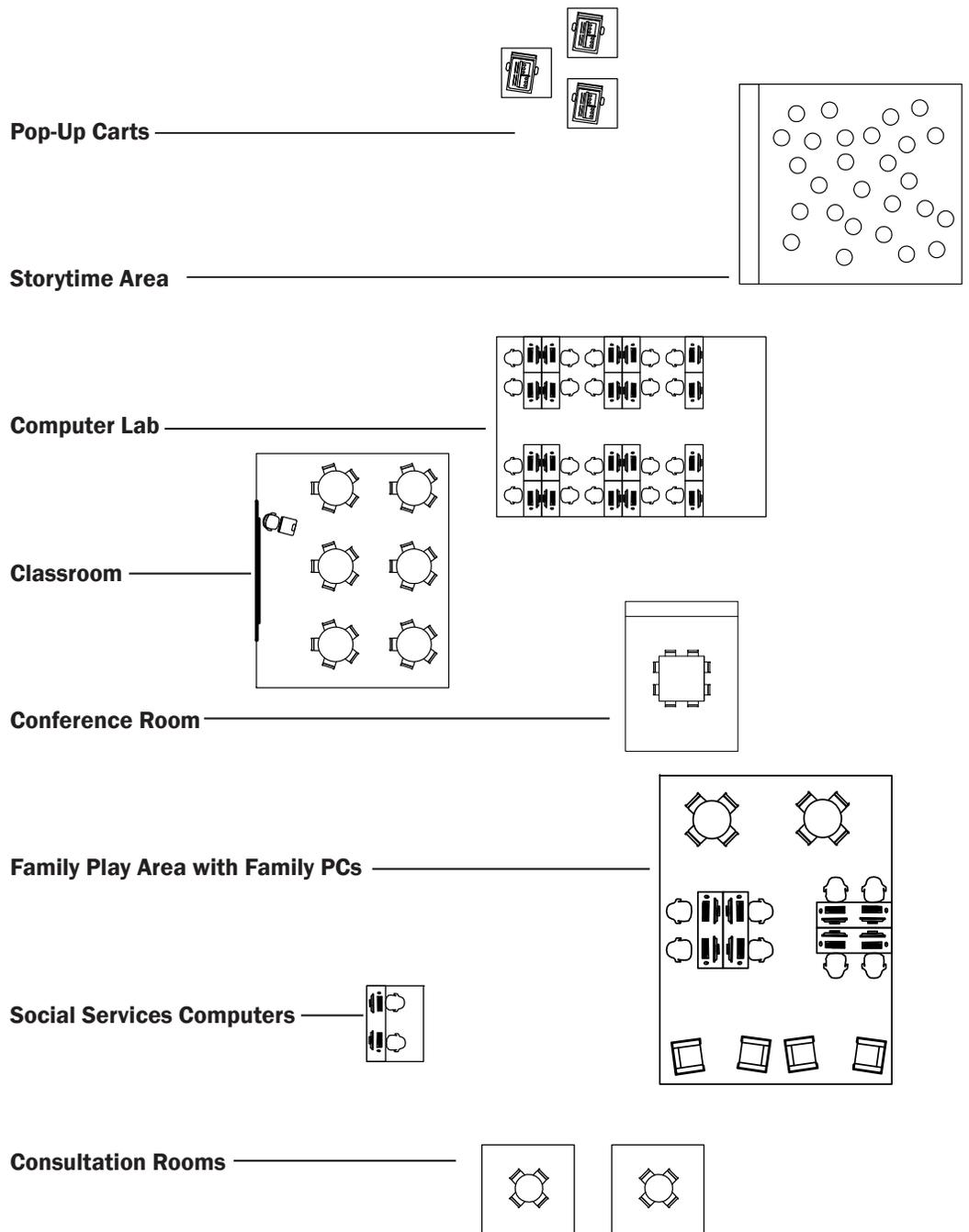
These diagrams are intended to represent a suggested approach to space design to support learning goals.



- Performances
- Children’s Plays
- Zumba Class
- Lectures
- Game Night
- Cooking Classes
- Art Making
- Rehearsing for Life
- Aerial Practice
- Gardening
- Car Shows
- Dog Park
- Pottery Throwing
- Movies on the Lawn
- Golfing
- Festivals
- Play Ground
- Parenting Workshops
- Hands on Exploration
- Storytelling in the Round
- Family Readiness
- Early Literacy Education
- Summer Camps
- Homework Help
- Summer Reading
- Coding Classes
- Gaming Center
- 3D Modeling
- Art Studio
- Movies
- Pottery Making
- Knitting
- Sewing
- Weaving
- Book Binding
- Scrapbooking
- Local Music/Dance Groups
- School Concert Rehearsal
- Cooking Classes



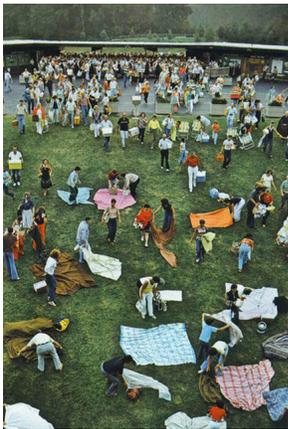
- Baking Classes
- Recipe Share
- Show and Tell
- Lego Building
- Storytime
- Book Sharing
- Writing
- Mixing
- Recording
- Filming
- Graphics
- Printing
- Social Awareness
- Government Information
- Partner Meeting Grounds
- Citizenship Information
- Technology Training
- ELL Classes
- Studying
- Researching
- Homework Help
- Safe Meeting Ground
- Voting
- Idea Boards/Box
- Local Politician Visits
- Resume Writing
- Job Searching
- Client Meeting
- Career Specialist
- Skyping
- Informal Collaboration
- Meditation Studio
- Happiness Project
- Reflection
- Mindfulness



Character Imagery



Downtown Culture



Appendix



Thank You

Executive Council

Dr. Ronald Heezen,
Executive Director
Fred James
Mario Aguilar
Jerilyn Gregory
Danielle Milam
Al Prendergast
Stephen Rice
Jenn Schember

Staff Leadership Group – Mesquite

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Carlotta Dickerson
Kathy DiGeorge
Peggy Hansen
April Heath
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