CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)

Final Program Narrative Report
(LSTA Form 9)

Grant Information

<table>
<thead>
<tr>
<th>Library Jurisdiction</th>
<th>Sonoma County Library</th>
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<tbody>
<tr>
<td>Project Title</td>
<td>Introducing the Value of Play and Healthy Nutrition to Sonoma County</td>
</tr>
<tr>
<td>Grant Award #</td>
<td>40-8333</td>
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<tr>
<td>Grant Period</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Amount of Grant Award</td>
<td>$4,000.00</td>
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<tr>
<td>Amount of Grant Expended</td>
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<tr>
<td>Local Match</td>
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<tr>
<td>In-Kind</td>
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<tr>
<td>Total Amount of Project</td>
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</tr>
<tr>
<td>(amount expended + match + in-kind)</td>
<td></td>
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<tr>
<td>Number of Persons Served</td>
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<tr>
<td>(should not include total population of service area or potential population to be reached)</td>
<td></td>
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Project Director

<table>
<thead>
<tr>
<th>Name</th>
<th>Tiffany Bronzan &amp; Charity Anderson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Librarian II</td>
</tr>
<tr>
<td>Library Address</td>
<td>211 E Street, Santa Rosa, CA  95404</td>
</tr>
<tr>
<td>Phone Number</td>
<td>707-823-7691</td>
</tr>
<tr>
<td>Fax Number</td>
<td>707-823-7172</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:tbronzan@sonoma.lib.ca.us">tbronzan@sonoma.lib.ca.us</a> &amp; <a href="mailto:canderson@sonoma.lib.ca.us">canderson@sonoma.lib.ca.us</a></td>
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This report is due on the date listed in the LSTA Grant Guide for this project. Follow this link to view the Grant Guide. [http://www.library.ca.gov/grants/lsta/manage.html](http://www.library.ca.gov/grants/lsta/manage.html)

Email this report in “word format” to lsta@library.ca.gov then mail ORIGINAL and 2 copies to:

California State Library
P.O. Box 942837
Sacramento, CA  94237-0001
Attention: Fiscal Office - LSTA

SIGNATURE: ___________________________ DATE: ___________________________

(Please sign in blue ink)
Project Final Report

A final narrative report is required on the use of federal Library Services and Technology Act (LSTA) funds following the completion of a project during each project year. The information you report will be used to complete the California State Library report of how funds were expended. Excerpts from this report may be submitted to the Federal government in their evaluation, or may be published by the State Library or shared with other institutions. Please answer all of the questions thoroughly. Please attach any reproduction copies of photographs of project activities or media produced for the project.

Project Purpose
Include your program purpose statement here

To provide parenting workshops for the parents at the Healdsburg and Sebastopol communities on early literacy, play, and healthy nutrition. To use the Play and Learn Island (PAL) to reinforce sensory play to our regular storytime attendees, preschools, and potential new library patrons at farmers markets and other outreach opportunities. The expected benefit is to reach diverse populations who will learn the benefits of early literacy and play, the importance of getting children on a healthy and nutritious diet, and to realize the value of the library, including the library services which are offered through our county for free. This will provide a life-long love of reading, libraries, and learning to our communities.

Project Activities and Methods
How did you accomplish the project? What were the steps involved? How did you engage the target audience?

We introduced the PAL through a series of themed storytimes centered on the concepts of discovery and dig, the big build, and healthy eating. At the end of the storytimes in Healdsburg and Sebastopol, the attendees played with the PAL. The PAL is on display for children to explore during non-storytime days. We have created a display about the PAL and the skills children are building when playing with the PAL for the Early Learner’s Conference at Sonoma State University. This display also explains PAL in our community; parents can read about the importance of play.

The library received monies to purchase a collection of books to accompany the PAL as it travels to our branches. These books are on display and are available for check out.

We hosted two parenting workshops at both the Healdsburg and Sebastopol branches: The Value of Play and Early Literacy, and Family Nutrition. We coordinated with the two agencies, the Early Learning Institute and the Northern California Center for Well Being to make these presentations. Flyers and posters advertised the programs to our storytime parents, playgroups, and local preschools. During the workshops we offered storytime, sensory play, and crafts for the children who attended while parents were in the workshop.

We focused on getting into the community with a positive library message, and reaching out to underserved populations. We focused this outreach on these areas: the Spanish speaking population, teenage parents, local preschool teachers, and local farmer's markets.

We met with the local Pasitos playgroups in Sebastopol and Healdsburg. Pasitos playgroups are coordinated through Community Action Partnership and are opened to Spanish speaking children who do not attend preschool. We provided two storytimes in Spanish at their location and inside our libraries. We met with Spanish speaking parents with preschool children through a group called Avance. During our visits to the Pasitos and Avance groups we handed out library cards, passed out Early Literacy kits, offered storytimes, and spoke to the parents about the library and the importance of play and sensory play for the children.

We met with teenage mothers through Nueva Vista, a parenting program in Santa Rosa. We offered library cards, storytime, and talks about the importance of play, singing and reading to their children.

We created an Early Literacy Calendar in English and Spanish for parents to use at home to reinforce early literacy skills. These calendars are in every Early Literacy packet we pass out and are used to create community connections with local preschools.

Project Outputs
What was created for the project and how much? (For instance three promotional brochures were created and 75 copies distributed; or three training classes were designed; two sessions of each were held, and 80 people were trained)
We printed 800 Play and Learn Reading lists to be handed out with the Early Literacy Kits and inside the library. We distributed 300 of those lists. We distributed 200 flyers promoting the four workshops presented at the Sebastopol and Healdsburg libraries. We passed out 313 early learning kits to children five and under throughout our grant. We modeled sensory play, discussed library services and events to 329 families with small children at four outreach events in Sebastopol, Windsor and Santa Rosa. We issued 55 new library cards to families with children under the age of five.

We had anticipated 300 parents and children to attend the Healdsburg and Sebastopol storytimes series centered on the concepts presented by the PAL, we had 919 attend our storytime series. We had 115 children, parents and teachers tour the library through their preschool and participate in sensory play with the PAL. We took portable sensory bins and modeled playing with the children using the sensory bins to preschools and reached 165 children, parents and teachers. In addition, we presented a workshop on the Play and Learn Island and the importance of play to 10 staff members.

**Project Outcomes (if applicable)**

Please state the outcomes and the results of your evaluation.

The Sebastopol Pasitos playgroup asked to use our forum room for their own storytime to give the parents another opportunity to use the library. This had never happened before, the teacher has changed her attitude about the library and what we have to offer, encouraging her parents to use the library on a regular basis. This new advocate increases this grant impact exponentially. We have seen a result of her advocacy by looking at our children Spanish circulation. The juvenile Spanish collection had a 25% increase last fiscal year. The adult Spanish collection had a 13.50% increase last fiscal year.

During the Pasitos playgroups library tours several parents commented how nice it was to understand how our library system works. The parents were under the impression that the only Spanish books that were available to them were the ones at the Sebastopol or Healdsburg library. When they found out that they were able to place holds on books and have the books come to them, they were excited to try the system. They were also under the impression that they had to return books at the location they checked them out at, which prohibited some checking out books at all. Once they found out they can return materials at any of our branches, they were pleased. In fact, only 25% of those we surveyed said they checked out books once a month and after our tour, 50% now check out books once a month.

**Additional Project Outcomes**

Please state any additional intended or unintended outcomes and what data sources you used.

We received feedback from the parents at the Sebastopol Pasitos playgroup that they would like to see more bilingual programs at the Sebastopol Library. In response to this need, we asked the Friends of Sebastopol Library to fund a bilingual storytime for children under five. We started the bilingual storytimes in April and have had 167 participants.

In addition, we were asked to present about play inside the library through a poster presentation at the Early Learner's Conference at Sonoma State University. At the conference, we discussed what the library offers preschool teachers, passed out the Early Literacy Calendar and showed how the library is using sensory tables inside the library. We spoke to ninety participants at the conference.

The librarians received many questions about the PAL inside the library. In response to their questions we used the poster from the Early Learner's Conference to present the importance of play. This poster travels with the PAL so all the communities.

Librarians also created a monthly Early Literacy Calendar to be passed out with the early literacy kits. The calendar gives daily suggested activities for parents of all income levels to do with their child. The calendar gives suggestions of songs to sing, books to read, rhymes, counting and playing. The focus is to read, talk, sing and play every day with your child. We translated this calendar into Spanish. We have received very positive responses to this calendar. Preschools are passing them out to their families, storytime families are picking them up inside the library and our community partners are passing them out to their families.

A librarian at the Cloverdale Regional Library liked the idea of sensory play. She asked to borrow the sensory bins for an outreach in her community. It was very successful and she has used the bins for...
several outreach events.

Anecdotal Information
Tell us a story. Give two or more examples of how the project has helped an individual or group in your community.

We have received a lot of positive feedback for bilingual storytime at the Sebastopol branch. We are seeing a mixture of families of Spanish speaking families and families who want to learn Spanish coming to bilingual storytime. We have received many questions about when the program is returning to Sebastopol. The Sebastopol Library Advisory Board and the Sebastopol Friends of the Library both fully support this program that they now provide funds to hire a bilingual storytime leader.

Many families are happy to see the Play and Learn Island inside the library. When the Play and Learn Island was first housed at the Healdsburg Library, one family came in to the library for the first time because they had heard about the Farmer's Market set up at the library. The family was then impressed to learn about the storytimes and other events offered for children and families. Now, this family regularly uses the Healdsburg Library.

The Healdsburg Library used the Play and Learn Island as the Discovery Dig filled with corn kernels for the children to explore during their 25th Anniversary Celebration. It was filled with small plastic animals that the children used small shovels to dig for and find. The youngest daughter of a local businessman and Kiwanis member did not leave the Play and Learn Island for the entire two hours of the event. They returned three times the following week to dig and explore. The father was happy to be able to browse the collection and choose books for his daughter while she played and interacted with other children.

One of the mothers who attended the Importance of Play workshop was impressed with the different ideas of how to bring play, especially sensory play into her home. Other attendees were also impressed with the variety of sensory play activities that were modeled during the workshop.

At the nutrition workshop the presenters gave away cookbooks, which several parents were excited to try the different recipes inside.

Exemplary Project
If you feel your project was exemplary and others could learn from it and replicate it, please tell us why.

Our project focused on early literacy skills, outreach to underserved communities and the importance of play. We feel our project accomplished what it set out to do, however it had many different layers which made it challenging at times. I feel that the grant could be replicated but it would be more beneficial to narrow the focus and divide into two separate grants. One focus could be specific to outreach to the underserved populations and the second focus could be using the Play and Learn Island to demonstrate the value of sensory play and early literacy.

FEEDBACK FOR THE CALIFORNIA STATE LIBRARY ON THE GRANT PROCESS
We want to learn and improve our grant processes. Please let us know what worked and what we could do differently to make it a better experience. Thank you!
This was a great opportunity for us to learn about the grant process. Having a grant monitor to help lead us through the year was a wonderful resource. We appreciate the experience and believe it will undoubtedly help guide us in the future. Thank you.