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PROJECT DECRIPTION

April 22, 2009

PROPOSAL TO THE SAUSALITO LIBRARY FOUNDATION Development of Early Childhood Services for the Sausalito Public Library

BACKGROUND:

One of the surprises of the Library's strategic planning process (completed in April 2008) was the importance the community places on services to young children and families. This led to two of the nine goals of the Sausalito Public Library Strategic Plan: 1) "Children from birth to age five and their caregivers will have programs and materials to help enable children to enter school ready to read, write, and listen" and 2) "Children from birth to age three and their caregivers will have an early childhood development program that promotes a strong foundation for school readiness." The method for accomplishing these two goals was established by feedback obtained from a questionnaire distributed to parents and caregivers in the fall of 2008. This grant to develop early

childhood services for the Sausalito Public Library is intended to address these goals and make them sustainable with existing staffing levels.

As the Library develops its children's services and collection it expects to outgrow its current available space for children. To help address this, the Library Board of Trustees will begin a creative planning process now to improve the existing spatial design and explore new possibilities.

PURPOSE:

To improve children's services for children from birth to five years old and encourage a lifelong love of reading by hiring a professional children's librarian 15 hours a week for one year (beginning in the summer of 2009) to work with existing staff to develop programs, the collection, and equipment by:

Programs and Services

- Improving the Library's existing summer reading program to more actively include children ages 0-5 years old and their caregivers. This program will be implemented in the summer of 2010.
- Developing- for the summer of 2010 programs for children with a focus on reading, and programs for caregivers on the importance of reading to preschoolers and how to select and read books to preschoolers. These programs will involve outreach/coordination with parents/caregivers, the Recreation Department and local nursery schools using the Library space (before it opens), Council Chambers, Recreation Department and possibly space at local schools. (By June 2010)
- Adding Baby Bounce and Lapsit programs for 0-3 year olds (Baby Bounce for 0-1 ½ yr olds and Lapsit for 1 ½ 3 year olds) as weekly programs (in the morning) in addition to the current weekly story time for 3-5 year olds (in the afternoon). (By September 2009)
- Adding 4 programs during the year (in addition to the summer programs) for parents/caregivers on child-rearing/child health topics. (*By September 2009*)
- Adding links to the Library website from current pediatric review articles on timely topics such as vaccine safety, pre-school use of computers, and television and its effect on child development. Adding links for available pre-school elementary and pre-school programs in southern Marin as well as links for information about school options in Marin and San Francisco. (By December 2009)
- Creating and promoting a newborn packet that stresses the importance of reading to
 preschoolers, information on local parent groups, library card application, and a free book.
 (By March 2010)

Collection Development

- Evaluating the collection of Juvenile books and audio-visual materials for 0-5 year olds (using computer-generated reports from the Library's Integrated Library System) and making recommendations on developing and maintaining it. Considering the Library's limited space, making recommendations on the overall focus of the Juvenile collection. This may result in changing the age-level focus of the Library's children's materials budget. (By March 2010)
- Evaluating, weeding and updating the current children's collection of titles in Spanish with a special focus on 0-5 year olds. (By March 2010)

- Creating booklists with recommendations for 0-5 year olds. (by December 2009)
- Creating signage that directs parents / caregivers to other locations in the Library for children's materials. (by December 2009)
- Evaluating and making recommendations on parenting book collection. Sharing new titles with parents/caregivers at story time and other programs attended by parents/caregivers. (*By December 2009*)
- Create a plan of what the Library will need to do by February 2010 if libraries must comply with new laws about lead in children's materials. (by December 2009)

Equipment

- Evaluating (*by December 2009*) whether or not children's computer(s) for 0-5 year olds are appropriate for our Library and community and, if so, evaluate and recommend hardware, software and peripheral equipment (like headphones) (*by March 2010*) to be implemented in 2010.
- Evaluating and making recommendations on children's library cards that have different graphics than the adult cards. (by December 2009)
- Suggesting other equipment/furniture such as bean bags, chairs, pillows, puzzles that are appropriate in the existing children's area. (by December 2009)

Other (throughout the year)

- Documenting the processes behind all new programs, services, and collection development policies
- Providing publicity and make arrangements for all new programs
- Where appropriate and possible providing information and materials in Spanish

Evaluation

- Monthly progress reports with ongoing evaluation of programs
- Final written report describing and evaluating the programs and services Staffing Qualifications

<u>Children's Librarian</u>- Professional Librarian (MLIS) with a specialty in Children's Librarianship. <u>Storytellers for Baby Bounce and Lapsit Programs</u>- Training and experience in this capacity with children from birth to age three.

BUDGET

GRAND TOTAL: up to \$45,000

Staffing: \$37,000

- Children's Librarian 15 hours a week for one year (\$26,000)
- Staff time spent on implementing the grant (\$3,000)
- Storyteller(s) for Baby Bounce and Lapsit (\$6,000)
- Speakers for programs for parents/ caregivers (\$2,000)

Materials:

Up to \$8,000 for the following:

- Newborn Pack
- Library Cards for Children
- Miscellaneous materials for Summer Reading and other Programs

- Computer (1) and software (if recommended)
- Puzzles, puppets, toys
- Furniture

Method of payment for staffing

The Library will increase its Wages budget by \$35,000, covering this increase with revenue from the grant for the Children's Librarian, storytellers, and staff time. The City of Sausalito will issue paychecks every two weeks.

Other payments

The Library Foundation will be billed directly for materials (up to \$8,000) and for the program speakers (\$2,000).

RESULT:

Improved children's programs, services and collection for children from birth to age five, with service levels that can be sustained by existing staff.

QUARTERLY MILESTONES:

By end of First Quarter (July - September 2009)

- Working with nursery schools, parents & caregivers, determine feasibility then find and hire qualified person(s) to implement weekly Baby Bounce and Lapsit Programs
- The first step was to create a Lapsit program for 0-3 year olds named Toddler Time. It was essential that the hired storyteller could create a program that would serve the need for both a Baby Bounce and Lapsit program. After several months it was clear that a combined program for these age groups was a success. I approached the Sausalito Parks and Recreation Department in the summer and was able to create a partnership that allowed for more resources for this program. The storytime is held at the MLK Gym after a Parks and Recs program for toddlers called Adventure Club. This works perfectly because children can make a bit more noise and move around in a more kid friendly environment (at the time there was not a space in the library proper that would be appropriate for a toddler storytime due to noise, safety, and cleanliness concerns). After searching throughout Marin County for a suitable performer, I found and hired Children's Librarian Naima Dean (who has and continues to work in libraries in Marin and San Francisco) to perform the Toddler Time. It's different than the other storytime offered by

the Sausalito Library in that it is tailored to foster early childhood literacy with songs, rhymes, and age appropriate books. The audience of children has grown steadily over the past year from 11 on the first day to 23 on the last. Parents (including Parks and Recs Katy Bridges) and children have nothing but praise for Naima and the storytime.

- Research and arrange three speakers' programs for adults / caregivers on childrearing/health to be presented between October 2009 and May 2010
- I arranged four workshops spaced throughout the grant cycle. It was agreed upon with each speaker/performer that their programs should emphasize Early Childhood Literacy, and give parents/caregivers information and activities they could repeat at home.
 - Elizabeth Guth: A Children's Librarian with extensive knowledge of children's literature, she led a program in October that taught about Early Childhood Literacy, choosing picture books, and how to read to children in order to foster a love and appreciation for stories and books. The turnout was small (mostly because it coincided with the biggest storm of the year), but the audience was engaged in the program and gave positive feedback. However, I decided after this program to only have future workshops that parents could bring their children to. For many parents it is hard to find a babysitter for such a short time. Also, in this economy, parents are appreciative of free events they can take their kids to.
 - O Bonnie Lockhart: In February, this storyteller (who has appeared at Marin County libraries such as Tiburon and Sausalito), gave a program for parents and children. She led the group in songs and stories, and taught the audience how to tell them themselves. The program was a great success (high turnout and positive feedback), so she was hired for another program in June. Unfortunately the June program was unattended and had to be canceled. Possible reasons will be explored under Programs and Services.
 - Amy Novesky: a local children's picture book author, Amy was in talks to lead a
 workshop on Children's media (books, DVDs, music, computer sources).
 Unfortunately this fell through, but she is a useful contact for the library and writes
 interesting and unique picture books.
 - Naima Dean: In April, in honor of El Dia de Los Niño's, Naima put on a program that taught parents (with their kids) how to combine crafts and storytelling. Naima is a favorite among local patrons, so she had a wonderful turnout, full of kids and caregivers that she has known for months or longer.

By end of Second Quarter (October - December 2009)

- Create a plan of what the Library will need to do by February 2010 if libraries must comply with new laws about lead in children's materials.
- I have prepared for any necessary changes and removals while weeding the Easy Readers, Picture Books, Juvenile fiction, etc. so that the library is prepared to act if the law is upheld. I have gone through and evaluated each book in the children's room that has been published/printed before 1986. Books that were damaged or that had low circulation

statistics were discarded and either sent to Better World Books or donated to the Children's Book Project via Joanna French. The titles of classic and regularly circulating books were added to a list and then reshelved. If the law requires the library to eliminate all pre-1986 books, the list will make it easy for all of these books to be found on the shelf. The list will also make it possible to reorder new printings of these books when the budget allows.

- Evaluate and make recommendations on children's library cards that have different graphics from the adult library cards.
- I ordered Children's cards and keycards from Rainbow Printing, a company that makes beautiful and well priced library cards for children. They designed a unique graphic for us (a bookworm).
- Begin evaluating and suggesting equipment such as bean bags, chairs, pillows, puzzles that are appropriate in the existing children's area and make it a more welcoming space.
- I ordered puzzles, blocks, and new storage for the children's area. With help from JoAnn Goldschmidt we ordered new Children's furniture from *Agati*. I also purchased a corkboard for the children's room to display flyers and pamphlet holders for the new bibliographies I made.
- Begin evaluating the collection of Juvenile books and audio-visual materials for 0-5 year olds (using computer-generated reports from the Library's Integrated Library System) and make recommendations on developing and maintaining it. Considering the Library's limited space, make recommendations on the overall focus of the Juvenile collection. This may result in changing the age-level focus of the Library's children's materials budget. Early on I focused on the book collection. I talked with Phil Sheridan, who does the main ordering of children's books to offer suggestions and opinions on ordering. In terms of the book collection, the library should continue to equally develop for all age groups. Older children may not hang out in the children's room, but many browse the shelves. I have discovered particular areas that need development by performing reader's advisory (such as sports novels for girls). I also put together a list of recommended AV materials.
- Begin evaluating and weeding the current children's collection of titles in Spanish with a special focus on 0-5 year olds.
- Along with Phil Sheridan, I added two bilingual books to the collection this quarter. Later I added 20 more bilingual titles to the collection.
- Evaluate and weed Picture books, Holiday books, Toddler books, Juvenile fiction, Juvenile nonfiction that is shelved in the children's room, and Easy Readers.
- I evaluated and weeded the collection in the children's room-it has turned out to be quite a big project! It was quite a careful process-it was important to evaluate each book individually and find homes for the books that I withdrew from the collection. I was given positive feedback by staff, parents, and members of the library board. They all found the collection more organized and books easier to find and browse.
- Evaluate the current and future needs of the children's space and make suggestions about future reorganization, expansion, and relocation.
- The need for considering this came about as I began researching children's furniture and talking to members of the board about any possible relocation of the children's room in the future. I wanted to make sure that any furniture purchased not only suits the current needs of the children's space in the library, but could easily be incorporated into a new

space if relocation occurs. This was accomplished with the purchase of the *Agati* furniture which is durable and could easily compliment any future space. It would also be easy to add more pieces from the collection if there is money in the future.

By end of Third Quarter (January - March 2010)

Create and promote a newborn packet that stresses the importance of reading to
preschoolers, and includes information on local parent groups, library card application,
and a free book

The following items have been purchased for the Newborn Packets and assembled: bags, board books, pamphlets on Early Childhood Literacy (in both English and Spanish), and items about and relating to the Sausalito Library (program flyers, parent information, etc.) I designed a label and had it printed at Joann's Printing, a local business. Bags will be promoted at storytimes, children's programs, in the library, and via the website. Bags will be distributed at the Reference Desk.

- Research then add child rearing/health and school information links to Library website
 In evaluating the website, I found that we have a great amount of useful links. I went
 through all of them to make sure they were useful/updated regularly and had working links.
 I also researched and recommended new websites for children that librarian Augie Webb
 then added to the website.
- Create signage that directs parents / caregivers to other locations in the Library for children's materials

I created signs for J Nonfiction, New Books, Kids DVDs, Audio Books, Biography, and the Parents shelf in the children's room.

• Evaluate and make recommendations on parenting book collection. Share titles at programs where parents/caregivers are present

chosen pamphlet holders that the library can order from Staples.

- I weeded the parenting book collection, withdrawing 46 titles (many books were replaced with newer editions). I also updated the collection adding several new titles.
- Create booklists with recommendations for 0-5 year olds
 I have created bibliographic pamphlets on the following themes: Toddler Books, Rhymes and Fingerplays, Newbery Award Winners, and Caldecott Award Winners. I also created a template for the pamphlets that can be used in the future for other lists. I have also
- Update the current children's collection of titles in Spanish with a special focus on 0-5 year olds (continued from second quarter).

I evaluated the existing Spanish collection, and added 20 Bilingual titles. It is critical that these books are cataloged to make sure that they are shelved in the same section (so that Bilingual biographies, picture books, and Juvenile Nonfiction will be in the same section). We are also deciding where to shelve them so that the collection is accessible and easy to browse.

By the end of the Fourth Quarter (April - June 2010)

 Complete all evaluating and suggesting of equipment such as bean bags, chairs, pillows, puzzles that are appropriate in the existing children's area and make it a more welcoming space

We have already ordered several puzzles, board books (for the newborn packets), blocks, and tools for storytime. With the help of JoAnn Goldschmidt we tracked down the best children's furniture for the best price. We chose soft, modular furniture inspired by a news segment I discovered on Children's library spaces that aired on the BBC.

• Improve the Library's existing summer reading program to more actively include children from birth to 5 years old and their caregivers. Implement this program in the summer of 2010. These programs will involve outreach / coordination with parents/caregivers, the Recreation Department, and local nursery schools using the Library space (before it opens), Council Chambers, Recreation Department and possibly space at local schools I bought Summer Reading Prizes of building value for each week of Summer Reading (purchased at a low price from Dollar Tree). We are changing the focus of the program to

Extras:

- Have created relationships with the local nursery schools (particularly the Sausalito Nursery School).
- Have advertised programs on Marin Mommies, SMMC (Southern Marin Mother's Club), as well as local newspapers.

SUMMER READING PROGRAM

encourage parents to read to their children.

I discussed the changes to the Summer Reading Program with Children's Librarian Erin Wilson. Within the new parameters we brainstormed and came up with the following plan for the program together.

Location¹:

- o <u>Reference Desk.</u> This year kids will sign-up for the Challenge, and pick up their weekly prizes, at the Reference Desk.
- o There will be a sample log, prize and sticker at the Reference Desk. Each week a new sample will be added so there is always a clear example of what to look for/do.

Eligibility:

o Kids younger than 13 (12 and under) are eligible

Rules:

o Sign-up and receive a *Library Kids Lead the Way* log

¹ Recorded by Erin Wilson

- o Read, or be read to, for at least 3 hours per week
- Write the names of the books they're reading on the back of the log
- o Bring in the log weekly for prizes

Prizes:

- o Each week kids will get a sticker to put on their log and a prize.
- o The prizes and stickers will be in a box at the Reference Desk, organized by week.
- Each week will have a different sticker, so it will be immediately clear to librarians which week each child needs the prizes for.
- o Also: bookmark box available so kids can take a bookmark if they would like. (Joanna had collected a huge number of bookmarks that I would love to get rid of)
- o ALSO: weekly raffle for a new book.

Additional rules:

- Kids can sign up anytime but only get prizes for the weeks they've actually done the reading. For example, a child can sign-up and get a log in week 2, but she will only get the prize for week 2 onward
- If kids are out of town, or miss bringing their log in for a specific week, we will catch them
 up on prizes when they return—as long as they've done the reading and written down their
 books.
- o Any type of reading counts: newspapers, magazines, nonfiction books and in any format—print, online or eBook. Audio books DO NOT count.
- Kids must bring their log with them to the library. We cannot give prizes without seeing the actual log.
- o If kids lose their logs we can give them a new one, but we cannot give retro-active prizes.
- Weekly Raffle: Open to anyone in the Summer Reading Challenge. Kids enter the raffle by putting their name & phone number into the "Raffle" jar at the Reference Desk. I will draw one name and call the winner each Thursday in July. One entry per child. One win per summer.

Process:

June 24-July 29

Kids younger than 13 need to come to the Reference Desk anytime we're open and get their "Library Kids Lead the Way" log.

First week: Librarian: Give the child The log Sticker #1 First prize Raffle form Animal Offer bookmark from bookmark box Child: Fill in their name on the log Put the sticker on the log Take bookmark if interested Take their prize

Write their name on the animal and put it on the circ desk mural

Subsequent weeks:

Librarian:

Look at log

Ask child: "Did you read [did someone read to you] for three hours this week?"

Assuming the answer is yes:

Take the log with them

"Great!"

Give sticker

Give prize

Raffle form-Give/Get

Offer bookmark from bookmark box

Fill in raffle form, give back to librarian

Be encouraging. If you want to you could ask which book was their favorite book, or what they liked best so far, etc, but you don't need to. Just be friendly and encouraging.

FAQ:

Parents/Kids:

My daughter can't yet read to herself, can she sign-up?

Yes! She just needs to be read to for 3 hours a week and you need to write down the books you've read on the log.

I've lost my log; can I still get my prizes?

Yes. We will give you a new log and you can get this week's prize and come in again next week for the next prize.

I don't like to read stories. Does it count if I read a magazine or my Kindle?

Yes. Any reading is good reading.

I used up all the space on the back of my log, can I get another one?

Yes, we'll give you another log to staple to the back of your first one.

We're going out of town; can we have the prizes for the next few weeks?

No, but as long as you do your reading and fill in the log, you can collect your prizes anytime before August 15.

I don't like this week's sticker or prize; can I get a different one?

No.

We don't live in Sausalito, can we still participate?

Yes.

What's next week's prize?

That's a surprise! Come in next week to find out!

Library employees:

Do I need to make sure the child actually read the books on their log?

No, just trust them.

The child has forgotten his/her log. Can I give her/him the prize?

No, we need to see the log.

BABY BOUNCE/ LAPSIT PROGRAM

Storyteller

The first concern for the program was finding a storyteller that had experience doing both Baby Bounce and Lapsit programs (and ideally could combine the two and satisfy needs for both babies and toddlers). I looked at various performers, educators, and librarians. After much research and consideration I offered the position to Naima Dean. Naima is a children's librarian with years of experience in both the San Francisco and Mill Valley Public Library systems. She has also honed her skills and built a following in Marin County by performing storytimes at local schools. Naima was a hit with children and parents from the start and hugely responsible for the program's success. Her programs are new every week, so that families are exposed to new picture books, rhymes, and songs. She is also confident and capable of wrangling a large and rowdy crowd-particularly useful as the program currently takes place in a large gymnasium.

Space and Partnership

After finding a suitable storyteller, the next great challenge was finding the appropriate space and schedule for introducing a new program to parents and caregivers. The library's other storytime takes place in the City Hall Council Chambers. This was not the best choice for the new program, because babies and toddlers tend to be noisier and rowdier than slightly older children. I also wanted to schedule the program-at least until it was established over a long period of time-when it was a sure thing that toddler's would be in the vicinity. I approached Jeff Dybdal of Sausalito

Parks and Recreation, and suggested a partnership with the library. Together we decided that it would be great for both departments (and patrons) if the storytime was scheduled after Adventure Club (a creative program for toddlers). This partnership was essential to launching the new storytelling program Toddler Time, because it allowed us to begin with an established group of children that we could build upon.

Evaluation

Toddler Time is an unqualified success. The goal was to offer a new service to children ages 0-3 and their families. Even though the program is offered offsite, it has also brought many families into the library to search for the sort of books Naima reads. It has also established a strong partnership between the library and Sausalito Parks and Recreation (particularly Katy Bridges) that should be built on for more programs in the future. So much more can be accomplished if the library continues to share resources. Perhaps most importantly, Toddler Time has shown parents and caregivers that the library cares about the needs of young children and is committed to serving that population better.

PARENT/ CAREGEIVER WORKSHOPS ON CHILD REARING

Types of Programs

In the early stages of planning the caregiver series, I considered many types of programs: choosing elementary schools, cooking baby food, taking your child to the doctor, etc. In the end, I decided that with only four programs throughout the year I wanted to create a thread of continuity that would connect one to the next. It was also important that the focus of the workshops support the goals of the grant project. The theme I chose for the workshop series was Early Childhood Literacy. Through different formats and styles, guest speakers would provide adults with information and resources to raise readers.

Workshops and Performers²

Elizabeth Guth is a children's librarian with a special focus in children's literature. Her program was a lecture followed by a Q&A that was designed for adults. This was the ideal introduction to the workshop series, because she explained Early Childhood Literacy and why it is so important to turn children into story and book lovers when they are young. She went on to show the audience how to evaluate picture books and read them in a way that will get children excited. 5 Adults attended this program. The low turnout was most likely due to the fact that the program coincided

² Invoices with contact information provided on the following pages.

2009-2010

with the worst storm of the year. In addition, many adults find it more difficult to attend programs that do not allow children.

Bonnie Lockhart is a storyteller and musician. She was so successful in her first program, that we hired her to do another one as a kick off to the Summer Reading Program. Her workshops are aimed at both children and adults. She teaches songs and rhymes that are important for building the tools that will make children successful readers in the future. 15 children plus parents and caregivers attended Bonnie's first program. Her second was unattended and had to be canceled. One main factor was possibly scheduling-it occurred at the end of June-when schools were on vacation but before the official start of summer programs in July. Another factor may have been the fact that it was not made clear to people who attended her first program that this one would be different.

Naima Dean is a Children's Librarian and storyteller. Her program was in celebration of El Dia de los Niño's (an ALA program that celebrates Early Childhood Literacy). She told stories and taught parents how to do craft projects with their children. As with her Toddler Time, parents also learn by watching and mimicking her storytelling methods at home. 23 kids plus parents and caregivers attended this program. The high turnout can mostly be attributed to the following Naima has built in Sausalito through her storytimes. Another draw was the fact that because it included a craft, it was excitingly different from the other programs.

Evaluation

While the caregiver workshop series was a success, some aspects worked better than others. It was definitely more successful to have programs that parents could bring their children to. I spoke with parents after the programs, and it is difficult for many of them to find the short term childcare they would need to spend an hour at a program. Saturday mornings worked best in terms of scheduling. Weekdays are more difficult because of myriad work schedules and because that is when local nursery schools plan their parent meetings. The focus on literacy was popular, but now that the workshops have been established, themes can be expanded. I would recommend that all workshops can involve the entire family. So if there is one on food for children, than it should include a demonstration that everyone can participate in. It would also be possible for the Children's Librarian to put on workshops of her own, if she is interested. Keeping everything I have suggested in mind, I would definitely recommend the use of all three of these guest speakers in the future.

LINKS ON TIMELY TOPICS

Before I suggested any additional links, I approached the process the same as I would with any other collection in the library (such as books, DVDs, eBooks, etc). I reviewed all of the websites already recommended on the Sausalito Library Kid's page. I aimed to fill in gaps in the collection and give more depth to the links available. In the end I included websites that supported the following themes: Internet Safety, learning, eBooks for kids, health, entertainment, book recommendations for kids by kids, and cooking.

Recommendations for Children/Parent websites

Internet Safety

http://kids.getnetwise.org/

http://bnetsavvy.org/wp/

Sesame Street

http://pbskids.org/sesame/

Kids Search Engine

http://quinturakids.com/ Born Learning http://www.bornlearning.org/ EBooks for Kids http://www.tumblebooks.com Zero to Three http://www.zerotothree.org Kids Health http://kidshealth.org/index.html YouTube for Kids http://www.totlol.com/ DogEared http://kidsblogs.nationalgeographic.com/dogeared/ Guide for Kids Art and Crafts http://www.firstpalette.com/ Giggle Poetry http://www.gigglepoetry.com Imagination Café http://www.imagination-cafe.com/ Read Kiddo Read http://www.readkiddoread.com Cooking for Kids

http://www.spatulatta.com/

NEWBORN PACKETS

Content

The purpose of the Newborn Packets is to give parents and caregivers information and resources on Early Childhood Literacy. It is geared towards Sausalito residents in particular as it will be supplemented with information on local schools and organizations. In order to be relevant and useful for parents for years to come, the information and resources in the newborn packet need to have some items that will be used for years, and others that will need to be updated yearly. The materials in the packets are divided in the following manner:

Long term Materials:³

- Bag labeled with Sausalito Library Logo
- Board book (some are bilingual)
- Library card application
- Pre-school bibliographies (as well as pamphlets with rhymes and songs for babies)

Materials that need to be updated annually:

³ Copies included in the following pages

- List of local schools
- List of local parent groups
- Pamphlets on the importance of Early Childhood Literacy

Much of this information is presented in English and Spanish

Distribution

The Newborn Packets are to be distributed at programs where the appropriate age group is present. They have been given out at Toddler Time and parent workshops. Parents who are expecting children or have children at the appropriate age can also request them at the Reference Desk.

EVALUATING COLLECTION OF JUVENILE BOOKS AND AV MATERIALS

Evaluating/Weeding the Children's Collection

Weeding is a process that librarians perform at all public libraries. It involves looking at and evaluating the collection and withdrawing materials that are in bad physical shape, haven't circulated in many years, or need to be updated. It spruces up the shelves and makes the collection easier to browse. It also gives librarians the capability of adding to the collection as libraries do not have an infinite amount of space. For this particular project I evaluated all books that were published pre-1986 in deference to concerns about lead in children's materials. The following resources were used as guidelines for this weeding project and gives further information on the process and what it accomplishes:

Weeding Tips

By Susan Patron, Eva Mitnick and Maureen Wade

General Guidelines

• **Be systematic.** Handle each book in the section you're weeding. Check for condition, both outside and inside.

⁴ Will be further addressed under new laws about lead

- Withdraw books that are shabby, worn, dirty, damaged, or mutilated.
- Check the date-stamp. If book arrived ten or more years ago, it's a candidate for withdrawal. Either it's been read a lot and should be replaced, or it hasn't been read and should be withdrawn.
- Check CARL for circulation information. Use the Dusty Book Report.
- Check copyright. Even if the book is pristine and relatively new, if the topic changes rapidly (e.g. computers) it may be out of date. Withdraw dated titles rather than keeping them until a book with more current information becomes available.
- When revising new books, arrival of new editions should prompt withdrawal of any previous editions.
- Discard excess copies of titles no longer in demand.
- Maintain a locally based collection, responding to and anticipating **community needs**.
- Represent titles on LAPL bibliographies.
- If it's ugly and you need it, replace it. If it's ugly and you don't need it, withdraw it.

By Classification

Picture Books

- Picture books are at the heart of every juvenile collection. Weed to enhance browseability and access.
- Aim for a bookstore look: bright, clean, inviting.
- Withdraw and replace "classics" rather than retaining frayed token copies.
- Expect heavy use and frequent replacement of board books.
- Avoid paperback copies of picture titles; hardback is best.
- Represent popular or classic titles with multiple copies.

Fiction

- Discard shelf-sitters (see guideline of ten years, above).
- Discard material that appears dated due to format, content, or illustrations, unless it's still popular.
- Represent highly popular titles with multiple copies.
- Weed paperback carousels to keep them browsable. Don't expect years of circulations of paperback titles.

Nonfiction

- Weed to maintain currency and accuracy, especially in topical subjects like technology, countries and states, current events, and so on.
- When adding new editions of titles, withdraw older editions.

Special Collections

- It is more important that collections such as Newbery/Caldecott/King/Belpre contain attractive copies of accessible titles than that they be comprehensive.
- Collections of concept, alphabet and counting books should be highly visible, diverse, and well labeled.
- All Special Collections require a commitment of budget, space, and time to maintain. If all three components are not available, disperse the special collection into the regular collection where they can be accessed by the public.

G: Children\Collection

Development\weedingGuidelines.doc

WEED YOUR JUVENILE COLLECTION!

Efficient and effective weeding transpires in two steps:

#1 Inspect for #2 Decide to

•	circulation		keep
•	condition		replace
•	popularity/value	then	or
•	currency/accuracy		withdraw

• particular collection needs of your agency

Inspection and Evaluation

Use Item Information in CARL and choose Item Number, ISBN, Title, or Keyword Search to check:

- date of publication
- date of acquisition
- circulation (relative to publication/acquisition)
- context (other books by author, number of same title in system, other books on subject, etc.)

CIRCULATION: If the book has not circulated for one to two years it may be a strong candidate for WD. If it fills a need in the branch, you might choose to keep it regardless.

Questions for low-circers:

- Would I be embarrassed if the branch didn't own it?
- Would I take this book home to or for MY child to read or use for school?
- Does the book fit my community?
- Is it up-to-date in style and readability?
- Does it have local interest?
- Has the book been easily accessible to patrons? Has it had a chance to circ?

CONDITION: If the item is in poor condition there are three choices:

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- a. Discard, not needed
- b. Enter into a BWI replacement order and keep the item until new copy arrives
- c. Discard, but make a note to buy something new to fill the gap

POPULARITY AND VALUE: Is this a quality author, or classic title? Check the title and author via CARL or WebCat: If the author has published many books the title might be more or less valuable.

What other titles do we own by the author? & How they are circulating (at your agency and systemwide)?

Popularity in the past does not mean the book gets a spot on the shelf forever! Can we live without this title (WD)? Is it time to replace it? OR should we save our money for the next novel by the author?

Classic fiction and picture book titles will always be worth replacing.

Classics get worn-out and can look unappealing: Just like in a bookstore, attractive covers "sell."

COLLECTION NEEDS OF AGENCY: The book may be one of a few in a certain subject area - Weeding is less of a concern when or if you have little on the subject or this title is particularly useful.

Use CARL or the web-based catalog to do subject searches for your agency (@WE, @WW, @BR, etc).

Check the items purported status: Are they on the shelf, checked out, lost?

Walk the shelves to verify CARL data and to assess the condition of other items on that subject. Contextualize your decisions: by author, by agency, in system, on same subject, and on shelf.

Your Goal: a representative collection of popular authors as space and budget allow.

Let the library's reserve system handle the rest.

Emily Beeck, Feb 2006

Evaluation

Some of the most positive and frequent responses about this project have focused on the change to the book collection. Patrons, staff, and library board members have all talked about how much

easier it is to locate and browse materials. The shelves look cleaner; the books more inviting. Almost immediately after I began weeding, circulation of the materials went up as well.

AV Materials

After researching materials, reading reviews, and evaluating both Sausalito and MARINet's collection of materials, I made the following recommendations. When there is enough funding in the budget, these materials will be added to the collection.

AV Collection Recommendations

AUDIO BOOKS

Flynn, Benedict King Arthur and the Knights of the Round Table [sound recording] / Benedict Flynn

ISBN: 978-962-634-138-4

Pellegrino, Mariana Con mis oidos. [CD. with paperback book. Lorito Books] 2009.

ISBN 978-0-9842981-0-5

Mandela, Nelson Nelson Mandela's Favorite African Folktales [Audio book]

ISBN 978-1600246661

Dahl, Roald The Roald Dahl Audio CD Collection: Charlie, James/Peach, Fantastic Mr. Fox, Enormous Crocodile, Magic Finger [Audio book] ISBN 978-0061214967

Seuss, Dr. The Cat in the Hat and Other Dr. Seuss Favorites [Audio book

~ <u>Dr. Seuss</u> (Author), <u>Kelsey Grammer</u> (Narrator), <u>Dustin Hoffman</u> (Narrator), <u>Walter Matthau</u> (Narrator), <u>John Cleese</u> (Narrator), <u>Ted Danson</u> (Narrator), <u>John Lithgow</u> (Narrator), <u>Mercedes</u> <u>McCambridge</u> (Narrator), <u>Billy Crystal</u> (Narrator)]

ISBN 978-0807218730

Dahl, Roald (Author), Irons, Jeremy (Reader) James and the Giant Peach [Audio book] [Unabridged] (Audio CD) ISBN 978-0061365355

Slade, Arthur *The Hunchback Assignments* [Audio book] [Unabridged] (Audio CD)

ISBN 978-0739380208

Boyce, Frank Cottrell Cosmic [Audio book]

ISBN 978-0230014015

Riordan, Rick The Red Pyramid (Kane Chronicles) [Audio book] [MP3 Audio] [Unabridged] (MP3 CD)

ISBN 978-1441850973

Milne, A. A. (Alan Alexander), Winnie-the-Pooh. Selections The collected stories of Winnie-the-Pooh [sound recording] /

ISBN 9780307706102

Magoon, Kekla The Rock and the River [Audio book, MP3 Audio, Unabridged] [MP3 CD]

ISBN 978-1441858665

Hoose, Philip Claudette Colvin: Twice Toward Justice [Audio book, CD, Unabridged] [Audio CD]

ISBN 978-1441802361

Nelson, Kadir We Are the Ship: The Story of Negro League Baseball [Audio book, CD, Unabridged] [Audio CD] ISBN 978-1423375364

MUSIC COLLECTION

Putumayo Kids Presents: Animal Playground

Label: Putumayo World Music

Putumayo Kids Presents: Picnic Playground

Label: Putumayo World Music

Putumayo Kids Presents: African Dreamland

Label: Putumayo World Music

// ASIN: B0013D2X9E

Putumayo Kids Presents: Celtic Dreamland

Label: Putumayo World Music

Rock & Roll Playground

Label: Putumayo World Music

Yo Gabba Gabba: Music Is Awesome

Label: FILTER U.S.

□ ASIN: B002MW50JA

Rockabye Baby! Lullaby Renditions of U2

Label: Rockabye Baby Music

□ ASIN: B000L22TAG

Rockabye Baby! More Lullaby Renditions of the Beatles

Label: Rockabye Baby Music

□ ASIN: B001LRL50U

Princess and the Frog [Enhanced] [Soundtrack]

Label: Walt Disney Records

Lockhart, Bonnie Dreams, Drums, & Green Thumbs

Label: Bonnie Lockhart

□ ASIN: B0000664IE

DVD COLLECTION

A Little Princess / The Secret Garden (1995)

Studio: Warner Home Video

ASIN: B000E0WJOG

iCarly: Season 1, Vol. 1

Studio: Nickelodeon

ASIN: B001AXU1DC

Wizards of Waverly Place: The Movie (2009)

Studio: Walt Disney Video

ASIN: B002PMA970

True Jackson VP: Season One, Vol. One

Studio: Nickelodeon

ASIN: B002DMJMD4

Drake and Josh, Vol. 1 - Suddenly Brothers

Studio: Nickelodeon

ASIN: B0006Q93C4

Ballet Shoes (2008)

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Studio: Koch Vision

ASIN: B0019OP0GU

The Aristocats (Special Edition) (1970)

Studio: WALT DISNEY VIDEO

ASIN: B000XUOIQ4

Tinkerbell's Learn Ballet Step by Step (2006)

Studio: GAIAM AMERICAS

ASIN: B001CDFYYG

There Was an Old Lady Who Swallowed a Fly... and More Stories That Sing

Studio: NEW VIDEO GROUP

ASIN: B001O5LVWG

EVALUATE AND UPDATE SPANISH/ BILINGUAL COLLECTION

When this project was begun, the Bilingual collection was quite small; taking up less than half of a shelf. I ordered picture books across genres including fiction, biography poetry, folk tales and nonfiction. The books are to be catalogued and shelved so that they can all be found in one clearly indicated space and easily browsed. I also chose multilingual materials when making recommendations for the AV collection. The following books were added to the collection:

Bilingual Books

Deedy, Carmen Agra <u>Martina Una Cucarachita Muy Linda / Martina the Beautiful Cockroach:</u> <u>Un Cuento Cubano / A Cuban Folktale</u>

Alarcon, Francisco X. <u>Laughing Tomatoes And Other Spring Poems/Jitomates Risuenos Y Otros Poemas De Primavera</u>

Alarcon, Francisco X <u>Poems to Dream Together/poemas Para Sonar Juntos: Poemas Para Sonar Juntos</u>

Brown, Monica My Name is Celia/Me llamo Celia (Bilingual): The Life of Celia Cruz/la vida de Celia Cruz

Delacre, Lulu Arrorro, Mi Nino: Latino Lullabies and Gentle Games

Loufane, Lola

Gonzalez, Lucia The Storyteller's Candle/La velita de los cuentos

Hayes, Joe : El Cucuy! : A Bogeyman Cuento in English and Spanish

Hayes, Joe La Llorona / The Weeping Woman

Hayes, Joe Pajaro Verde / The Green Bird

Herrera, Juan Felipe The Upside Down Boy / El niño de cabeza

Herrera, Juan Felipe Laughing Out Loud, I Fly: A Carcajadas Yo Vuelo

Perez, Amada Irma My Diary from Here to There/Mi diario de aqui hasta alla

Perez, Amada Irma My Very Own Room/Mi propio cuartito

Mora, Pat Gracias / Thanks

Mora, Pat <u>Book Fiesta!</u>: <u>Celebrate Children's Day/Book Day; Celebremos El dia de los ninos/El dia de los libros</u>

Morales, Yuyi Nochecita

Picayo, Mario A Very Smart Cat / Una gata muy inteligente

Priddy, Roger First Words (Bilingual Bright Baby) / Primeras Palabras (Bebe Listo)

Tafolla, Carmen What Can You Do With a Rebozo?/¿Qué puedes hacer con un rebozo?

CREATE BIBLIOGRAPHIES

Creating bibliographies is an important step in improving services to children and their guardians. I created the following bibliographies: Books for Toddlers, Caldecott Medal Winners, Newbery Medal Winners, and Toddler Rhymes. These guidelines can also be helpful for reference staff that do not specialize in children. If a parent asks for help in finding picture books, then staff can

⁵ See Newborn Packets

give parents these guides as a starting point. I saved the template I created so that more bibliographies can be created in the future.

CREATE SIGNANGE

Signage was needed in the Children's Room in order to clearly distinguish different genres, such as nonfiction, Parent's Shelf, New Books, DVD collection, and more. I worked off of old templates, and created new ones when appropriate. As with the bibliographies, I saved all templates on Astroboy, the communal server, so that other librarians could work from them in the future.⁶

EVALUATE AND MAKE RECCOMENDATIONS TO PARENT BOOK COLLECTION

Although the parenting books are not shelved in the Children's Room, updating them is an important aspect of improving children's services at the library. I began by shelf reading the entire collection. I weeded books that were in poor condition, out of date, or non-circulating. I ordered new editions where appropriate, and filled in gaps in areas of education, health, arts and crafts, and more. The collection now covers more topics and further collecting should focus on adding depth.

CREATE A PLAN FOR NEW LAWS ABOUT LEAD IN CHILDREN'S MATERIALS'

The Consumer Product Safety Improvement Act of 2008 outlaws the distribution of materials to children that may contain lead. This concerned public librarians across the country

⁶ See following pages for examples

⁷ Included are further reading on the CPSIA

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because any children's books printed prior to 1986 could potentially contain this material. Testing for lead is both expensive, and destroys the book being tested. Removing all books that may possibly contain lead from the children's room or the library altogether would drastically deplete the library's collection of children's materials. It would also rob the collection of books that are currently not in print and cannot be replaced with a newer edition. Possible solutions include discarding all books that were printed before 1986, moving such books from the children's room to adult areas or behind glass cases, or disregarding the law altogether.

In order to prepare the library to deal with CPSIA, the first step was to evaluate each book published before the set dates; this was done through shelf weeding. Books that were in poor condition, circulate poorly, or could be replaced with a newer edition were withdrawn. These books were either sent to Better World Books (which earns money for the library), donated to The Friends of the Library, or donated to the Children's Book Project. I made a list of the leftover books and returned them to the shelves. At the moment the law seems to be at a stalemate. It was wise that we did not immediately discard all problematic items (some libraries proved hasty in this respect). If the time comes when the library faces legal pressure to remove these books, then they can use the included list to find them easily in the collection. The list can also be used to replace these books with newer printings as the budget allows.

Pre-1986 Children's Books

Picture Books

Allard, Harry Miss Nelson is Missing

Asch, Frank Bear Shadow

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Brook, L. Leslie Johnny Carrow's Garden

Brown, Margaret Wise Wheel on the Chimney

De Brunhoff, Jean The Travels of Babar

De Brunhoff, Jean Babar and Zephir

De Brunhoff, Jean Babar the King

Dr. Seuss Horton Hatches the Egg

Dr. Seuss Horton Hears a Who

Dr. Seuss The Butter Battle Book

Dr. Seuss The Cat in the Hat Comes back

Dr. Seuss <u>Hunches in Bunches</u>

Dr. Seuss Scrambled Eggs Super

Dr. Seuss On Beyond zebra!

Dr. Seuss McElligot's Pool

Dr. Seuss Thidwick the Big-Hearted Moose

Dr. Seuss Bartholomew and the Oobleck

Dr. Seuss I Ran the Zoo

Johnson, Crockett Joseph and the Purple Crayon

Keats, Ezra Jack The Snowy Day

Keats, Ezra Jack Whistle for Willie

Kesselman, Wendy Emma

Langstaff, John Frog Went A-Courtin'

Leodhas, Nik Always Room for One More

Lenski, Lois Now It's Fall

Lenski, Lois The Little Train

Lionni Leo Alexander and the Wind-Up Mouse

Lionni Leo Frederick

Lionni Leo Fish is Fish

Lionni Leo Swimmy

Lionni Leo Little Blue and Little Yellow

Marshall, Edward Space Case

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Mayer, Mercer There's a Nightmare in My Closet

Mayer, Mercer One Monster after Another

McCloskey, Robert Blueberries for Sale

McCloskey, Robert Time of Wonder

Minarik, Else Homelund Little Bear's Friend

Minarik, Else Homelund Little Bear's Visit

Mother Goose The Real Mother Goose

Mother Goose Tomie de Paola's Mother Goose

Piper, Watty The Little Engine that Could

Pinkwater, Daniel I was a Second Grade Werewolf

Petersham, Maud and Mishka The Rooster Grows

Oram, Hiawyn In the Attic

Peet, Bill The Worldly Pig

Peet, Bill The Spooky Tail of Prewitt Peacock

Peet, Bill The Ant and the Elephant

Peet, Bill Randy's Dandy's Lion

Peet, Bill Cyrus and the Unsinkable Sea Serpent

Peet, Bill Pamela Camel

Peet, Bill Huge Harold

Peet, Bill Smokey

Peet, Bill Ella

Peet, Bill The Kweeks of Kookatumdee

Peet, Bill Buford the Little Bighorn

Peet, Bill Big Bad Bruce

Peet, Bill Cowardly Clyde

Peet, Bill Encore for Eleanor

Scarry, Richard Storybook Dictionary

Sendak, Maurice The Sign on Rosie's Door

 $Rey,\,Margaret\,\underline{Pretzel}$

Slobodkina, Esphyr Caps for Sale

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Steig, William Amos & Boris

Steig, William <u>Doctor De Soto</u>

Potter, Beatrix The Complete Adventures of Tom Kitten and His Friends

Piper, Watty, The Little Engine That Could

Pinkwater, Daniel I was a Second Grade Werewolf

Robbins, Ruth Baboushka and the Three Kings

Udry, Janica May A Tree is Nice

Van Allsburg, Chris The Polar Express

Van Allsburg, Chris Jumanji

Viorst, Judith The Tenth Good Thing About Barney

Waber, Bernard The House on East 88th Street

Waber, Bernard Lovable Lyle

Waber, Bernard Lyle Lyle Crocadile

Ward, Lynd The Biggest Bear

Wells, Rosemary Hazel's Amazing Mother

Wells, Rosemary Timothy Goes to School

Rockwell, Anne Cars

Rockwell, Anne Trucks

Rockwell, Anne Planes

Holiday Books

Christmas

Anderson, Hans Christian The Fir Tree

Baker, Betty Santa Rat

Barth, Edna The Story of Christmas Symbols: Holly, Reindeer, and Colored Lights

Bemelmans, Ludwig Madeline's Christmas

Berenstein The Bear's Christmas

Briggs, Raymond Father Christmas

Briggs, Raymond, The Snowman

Budbill, David Christmas Tree Farm

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Capote, Truman Christmas Memory

Cazet, Denys Christmas Moon

Chappel, Warren The Nutcracker

Child. Lydia Marie Over the River and Through the Wood

De Brunhoff, Jean Babar and Father Christmas

DePaoloa The Christmas Pageant

Dickens, Charles A Christmas Carol

Dr. Seuss How the Grinch Stole Christmas

Ets, Marie Hall Nine Days to Christmas

Françoise Noel for Jeanne-Marie

Gantos, Jack Rotten Ralph's Rotten Christmas

Godden, Rumer The Story of Holly and Ivy

Holabird, Katherine Angelina's Christmas

Holmes, Efner Tudir The Christmas Cat

Ichikawa, Satomi Merry Christmas: Children at Christmastime Around the World

Johnston, Tony Mole and Troll Trim the Tree

Knights, Hilary The Twelve Days of Christmas

Krahn, Fernando The Biggest Christmas Tree on Earth

Krahn, Fernando How Santa Claus Had a Long and Difficult Journey Delivering His Presents

Lindgren, Astrid Christmas in Noisy Village

Livingston, Myra Christmas Poems

McGinley, Phyllis The Year Without A Santa Claus

Modell, Frank Goodbye Old Year, Hello New Year

Moore The Night Before Christmas

Oakley, Graham The Church Mice at Christmas

Schulz, Charles A Charlie Brown Christmas

Szerkeres, Cyndy A Christmas Party

Thomas, Dylan A Child's Christmas in Wales

Tolkein, JRR The Father Christmas Letters

Tudor, Tasha Take Joy!

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Ungerer, Tomi Christmas Eve at the Mellops'

Vincent, Gabrielle Merry Christmas Ernest and Celestine

Walden, Daniel The Nutcracker

Zalben, Jane Breskin Porcupine's Christmas Blues

Wheeler, Cindy Marmalade's Christmas Present

Wildsmith, Brian The Twelve Days of Christmas

Easter

Adams, Adrienne The Easter Egg Artists

Barth, Edith Lilies, Rabbits, and Painted Eggs: The Story of the Easter Symbols

Brown, Margaret Wise The Golden Egg Book

Carlson, Nancy Bunnies and Their Hobbies

Friedrich, Priscilla and Otto The Easter Bunny that Overslept

Harper, Wilhelmina Easter Chimes

Heyward, Du Bose The Country Bunny and the Little Golden Shoes

Kay, Helen An Egg is for Wishing

Kmit, Anne <u>Ukranian Easter Eggs: And How we Make Them</u>

Milhous, Katherine, The Egg Tree

Moeri, Louise Star Mother's Youngest Child

Robinson, Barbara The Best Pageant Ever

Stevenson, James The Great Big Especially Beautiful Easter Egg

Wells, Rosemary Morris's Disappearing Bag

Valentine's Day

Adams, Adrienne A Woggle of Witches

Barth, Edna <u>Hearts. Cupids. And Red Roses</u>

Brown, Marc Witches Four

Kraus, Robert How Spider Saved Halloween

Lexau, Joan M. Don't be my Valentine

Lovelace, Maud Hart The Valentine Box

Modell, Frank One Zillion Valentines

Prelutsky, Jack It's Valentine's Day

Halloween

Jasner, W.K. Which is Witch?

Prager, Annabelle The Spooky Halloween Party

Prelutsky, Jack It's Halloween

Thanksgiving

Barht, Edna Turkeys, Piligrims, and Indian Corn

Dahlov, Ipcar Harvars Scrabble Harvest

Gibbons, Gail Thanksgiving Day

Kesses, Joyce Squanto and the First Thanksgiving

Schulz, Charles M. A Charlie Brown Thanksgiving

Williams, Barbara Chester Chipmunk's Thanksgiving

Fourth of July

Keller, Holly Henry's Fourth of July

The Chinese New Year

Hou-tien, Cheng The Chinese New Year

Passover

Adler, David A Picture Book of Passover

Drucker, Malka Passover: A Season of Freedom

Greenfeld, Howard Passover

Hanukkah

Burns, Marilyn The Hanukkah Book

Lazar, Wendy The Jewish Holiday Book

Singer, Isaac Bashevis The Power of Light: Eight Stories for Hunukkah

St. Patrick's Day

Bunting, Eve St. Patrick's Day in the Morning

April Fool's Day

Brown, Marc Arthur's April Fool

Modell, Frank Look Out, It's April Fools' Day

Juvenile Fiction:

Aiken, Joan Armitage, Armitage, Fly Away Home

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Aiken, Joan The Wolves of Willoughby Chase

Aiken, Joan Arabel's Raven

Alcott, Louisa May Little Men

Alcott, Louisa May An Old Fashioned Girl

Alcott, Louisa May Little Women

Alcott, Louisa May Rose in Bloom

Alcott, Louisa May Eight Cousins

Alexander, Lloyd The Black Cauldron

Alexander, Lloyd The Town Cats

Alexander, Lloyd The Book of Three

Alexander, Lloyd Westmark

Alexander, Lloyd The Kestral

Alexander, Lloyd The Beggar Queen

Alexander, Lloyd Coll and His White Pig

Armstrong, William Sounder

Atwater, Richard and Florence Mr. Popper's Penguins

Averill, Esther The Hotel Cat

Avi Night Journeys

Babbitt, Natalie Tuck Everlasting

Barrie, J.M. Peter Pan

Baum, L. Frank The Land of Oz

Baum, L. Frank The Magical Monarch of Mo

Baum, L. Frank The Wizard of Oz

Baum, L. Frank The Woodman of Oz

Benary, Isbert The Wicked Enchantment

Bennett, Anna Elizabeth The Little Witch

Bianco The Velveteen Rabbit

Black, Anna Sewell Black Beauty

Blume, Judy Deenie

Blume, Judy Starring Sally J Freedman as Herself

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Blume, Judy Tales of a Fourth Grade Nothing

Blume, Judy Otherwise Known as Sheila the Great

Blume, Judy Blubber

Blyton, Enid Fifth Formers at St Clare's

Blyton, Enid Fun for the Secret Seven

Bond, M Paddington Abroad

Bond, M Paddington On Screen

Burnett, Frances Hodgson A Little Princess

Burnett, Frances, Hodgson Little Lord Fauntlerov

Briggs, Rqaymond Fungus and the Bogeyman

Brink, Carol Lyrie Caddie Woodland

Brink, Carol Lyrie Magical Melons

Butterworth The Enormous Egg

Caitling, Patrick Skeene The Chocolate Touch

Carroll, Lewis The Nursery Alice

Carroll, Lewis Alice's Adventures in Wonderland

Childress, Alice <u>A Hero and Nothing But a Sandwich</u>

Christopher, John The Pool of Fire

Christopher, John The Prince is Waiting

Christopher, John The City of Gold and Lead

Christopher, John The White Mountains

Clapp, Patricia Witches Children

Collodi, Carlo The Adventures of Pinochio

Cleary, Beverly Beezus and Romona

Cleary, Beverly Romona the Brave

Cleary, Beverly Romona and her Mother

Cleary, Beverly Ellen Tebbits

Cleary, Beverly Socks

Cleary, Beverly Romona Quimby, Age 8

Cleary, Beverly Otis Spofford

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Cleary, Beverly Henry and the Paper Route

Cleary, Beverly Henry and the Clubhouse

Cleary, Beverly Dear Mr. Henshaw

Cleary, Beverly Ribsy

Cleary, Beverly Ramona and the Pest

Cleary, Beverly The Mouse and the Motorcycle

Cooper, Susan The Dark is Rising

Coombs, Patricia Dorrie and the Halloween Plot

Coombs, Patricia Dorrie and the Fortune Teller

Cresswell, Helen Ordinary Jack

Cummings, E.E. Fairy Tales

Dahl, Roald The BFG

Dahl, Roald Charlie and the Great Glass Elevator

Dahl, Roald Charlie and the Chocolate Factory

Dahl, Roald The Giraffe and the Pelly and Me

Estes, Eleanor The Moffats

Estes, Eleanor The Moffat Museum

Estes, Eleanor Ginger Pye

Enright, Elizabeth Thimble Summer

De Jong The Wheel on the School

DeJong Journey from Peppermint Street

Dahl, Roald The Magic Finger

Dahl, Roald James and the Giant Peach

Dahl, Roald Danny the Champion of the World

Dahl, Roald The Witches

Eager, Edward Magic by the Lake

Eager, Edward Knight's Castle

Gilman, Dorothy The Maze in the Heart of the Castle

Gipson, Fred Old Yeller

Defoe, Daniel Robinson Crusoe

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Fitzgerald, John The Great Brain

Fitzhugh, Loise The Long Secret

Forbes, Esther Johnny Tremain

George, Jean My Side of the Mountain

George, Jean Craighead Julie of the Wolves

Godden The Doll's House

Goudge The Little White Horse

Grahame The Wind in the Willows

Grahame The Reluctant Dragon

Greene, Bette Summer of My German Soldier

Hale, Lucretia P. The Peterkin Papers

Haywood, Carolyn Betsy and the Boys

Haywood, Carolyn B is for Betsy

Haywood, Carolyn Back to School with Besty

Heide Treehorn's Wish

Henry, Marguerite Misty of Chancoteague

Hildick, E.W. The Case of the Snowbound Spy

Holling Tree in the Trail

Howe, James The Celery Stalks at Midnight

Irving, Washington The Legend of Sleepy Hollow

James Smoky The Cow Horse

Kastners, Erich Emil and the Detective

Key, Alexander The Magic Meadow

Kjelgaard, Jim <u>Big Red</u>

Kipling, Rudyard The Jungle Books

Kipling, Rudyard Kim

Kipling, Rudyard Captain Courageous and Other Stories

Knight, Eric <u>Lassie Come-Home</u>

Kooiker, Leonie The Magic Stone

Leach, Marla The Thing at the Foot of the Bed

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L'Engle, Madeleine A Wrinkle in Time

L'Engle, Madeleine A Wind in the Door

L'Engle, Madeleine A Swiftly Tilting Planet

L'Engle, Madeleine The Arm of the Starfish

L'Engle, Madeleine The Young Unicorns

L'Engle, Madeleine <u>Dragons in the Water</u>

L'Engle, Madeleine A Ring of Endless Light

Le Guin, Ursula A Wizard of Earthsea

Lenski, Lois Strawberry Girl

Lenski, Lois A San Francisco Boy

Lewis, C.S. Prince Caspian

Lindgren, Astrid Ronia, The Robber's Daughter

Lindgren, Astrid Pippi in the South Seas

Lindgren, Astrid Pippi Goes on Board

Lindquist, Jennie D. The Golden Name day

Lewis, Elizabeth Forman Young Fu of the Upper Yangtzee

Lofting, Hugh The Voyage of Doctor Dolittle

Lofting, Hugh Doctor Dolittle and the Secret Lake

London, Jack White Fang

Lowry, Lois Anastasia Krupnik

Lowry, Lois Anastasia Again

Lowry, Lois A Summer to Die

Lord, Bette Bao The Year of the Boar and Jackie Robinson

Lynds Alfred Hitchcock: The Mystery of the Deadly Double

Macdonal, Betty Mrs. Piggle-Wiggle

Macdonald, George The Light Princess

Maclachlan, Patricia Tomorrow's Wizard

Marshall, Edward Fox all Week

Milne, A.A. Winnie the Pooh

Milne, A.A. The House at Pooh Corner

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Milne, A.A. A Gallery of Children

Milne, A.A. The Pooh Story Book

Norton, Mary The Borrowers

Norton, Mary Bedknob and Broomstick

O'Dell, Scott Island of the Blue Dolphins

O'Dell, Scott Zia

O'Hara, Mary Green Grass of Wyoming

O'Hara, Mary My Friend Flicka

Orton, Helen Mystery in the Old Red Barn

Orton, Helen Mystery of the Hidden Book

Park, Barbara Buddies

Paterson, Katherine Bridge to Terabithia

Patz, Nancy Pumpernickel Tickle and Mean Green Chees

Pearce, Philippa Who's Afraid? And Other Strange Stories

Rice, Alice Hegan Mrs. Wiggs of the Cabbage Patch

Raskin, Ellen The Westing Game

Rodgers, Mary A Billion for Boris

Rodgers, Mary Summer Switch

Rodgers, Mary Freaky Friday

Roberts, Willo Davis The View from the Cherry Tree

Pierce, Tamora Alanna: The First Adventure

Seldon, George The Cricket in Times Square

Sewell, Anna Black Beauty

Silverberg, Barbara Phoenix Feathers

Silverstein, Shel The Missing Piece

Silverstein, Shel The Missing Piece Meets the Big O

Silverstein, Shel <u>Lafcadio</u>

Singer, Isaac Stories fir Children

Sleator, William House of Stairs

Smith, Dodie The Hundred and One Dalmations

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Sobol, Donald Encyclopedia Brown Tracks them Down

Sobol, Donald Keeps the Peace

Sobol, Donald Takes the Cake!

Sobol, Donald Encyclopedia Brown Boy Detective

Sobol, Donald Encyclopedia Brown and the Case of the Mysterious Handprints

Sobol, Donald Encyclopedia Brown and the Case of the Midnight Visitor

Speare, Elizabeth George The Witch of Blackbird Pond

Speare, Elizabeth George Calico Captive

Spinelli, Jerry Space Station Seventh Grade

Steig, William Abel's Island

Spyri, Johanna Heidi's Friend

Stevenson, Robert Louis The Black Arrow

Stevenson, Robert Louis Treasure Island

Streatfield, Noel Ballet Shoes

Streatfield, Noel Family Shoes

Streatfield, Noel Party Shoes

Taylor, Theodore The Cay

Twain, Mark The Prince and the Pauper

Twain, Mark The Adventures of Tom Sawyer

Travers, P.L. Mary Poppins

Travers, P.L. Mary Poppins Opens the Door

Travers, P.L. Mary Poppins Comes Back

Travers, P.L. Mary Poppins in the Park

Verney, John Seven Sunflower Seeds

Warner, Gertude Chandler The Boxcar Children

White, E.B. Charlotte's Web

White, E.B. The Trumpet of the Swan

Wiggin Rebecca of Sunnybrook Farm

Wilder, Laura Ingalls Little Town on the Prairie

Wilder, Laura Ingalls The Little House in the Big Woods

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Wilder, Laura Ingalls Little House on the Prairie

Wilder, Laura Ingalls On the Banks of Plum Creek

Wilder, Laura Ingalls The Long Winter

Wilder, Laura Ingalls Farmer Boy

Williams, Jay <u>Danny Dunn and the Fossil Cave</u>

Verne, Jules Journey to the Center of the Earth

Verney, John February's Road

Voigt, Cynthia The Callender Papers

Yolen, Jane The Girl Who Loved the Wind

Non Fiction

Giovanni, Nikki Vacation Time: Poetry for Children

Silverstein, Shel A Giraffe and a Half

Fairy Tales

Dewey, The Thunder God's Son

Duff, The Princess and the Pumpkin

Fisher, Anne Stories California Indians Told

Fairy, Fairy Tales from Many Lands

French, The Blue Bird

Galdone Rumpelstiltskin

Galdone The Three Sillies

Galdone The Teeny Tiny Woman

Galdone, Cinderella

Garner, Book of British Fairy Tales

Green The Bigger Giant

Green, The Big Book of Animal Stories

Grimm Hansel and Gretel

Grimm, Tales From Grimm

Grimm, More Tales From Grimm

Hailey, A Story, A Story

Haviland The Fairy Tale Treasury

Ike, A Japanese Fairy Tale

Isel, The Frog Princess

Jacques, A Book of Mermaids

Jacobs, Celtic Fairy Tales

Jonsen Favorite Tales of Monsters and Trolls

Lang, Fifty Favorite Fairy Tales

Lobel, Fables

Louie, Yeh-Shen: A Cinderella Story from China

Manning, Sorcerers and Spells

Marshak, The Month-Brothers

Mayer, The Sleeping Beauty

Olenius, Great Swedish Fairy Tales

Parker, Australian Legendary Tales

Perrault, Perrauls's Fairy Tales

Perrault, Cinderella

Picard, French Legends, Tales and Fairy Stories

Stephens, Irish fairy Tales

EVALUATING WHETHER OR NOT CHILDREN'S COMPUTERS FOR 0-5 YEAR OLDS ARE APPROPRIATE FOR THE LIBRARY

After researching various different systems and analyzing the needs of the Sausalito Library, it was decided that now is not the right time to purchase a computer for the children's room. Parents of

young children in the community are mostly interested in early childhood literacy, the book and AV collections, and programs. In addition, it is an expensive purchase and the money from the grant is better utilized buying the best furniture possible. However, when the purchase of a computer for the children's room becomes more feasible and logical, I recommend the Early Literacy Station from AWE, Inc. It is designed for children ages 2-10 and has a variety of bilingual and educational software programs for the library to choose from. It is a turnkey standalone system, so the library could take it out of the box and it is ready to use.

EVALUATE AND MAKE RECOMMENDATIONS FOR CHILDREN'S LIBRARY CARD WITH UNIQUE GRAPHICS

The concept behind having special library cards for children with their own graphics, is to have a fun and individualized way to connect children to the library. The first children's librarian, Anne Carroll Moore, did this at the New York Public Library by having an enrollment book. When they received the first library card of their own, children would vow, "When I write my name in

⁸ Additional materials in the following pages

this book I promise to take good care of the books I use at home and in the library, and to obey the rules of the library," and sign their name in the book. This ritual went on for decades and managed to transition children into being library patrons in a fun way, while also nurturing the idea that they would be responsible and careful with library materials. By making getting a library card a special experience, becoming a member of the library community will be an important milestone for a child.

After researching various companies that print library cards, I settled on Rainbow Printing. This company was a great choice because they designed a unique graphic for our library based on specifications I gave them and group brainstorming. On our first order they sent us the wrong product (only cards, not cards with keycards). However, when I informed them of their mistake I got them to agree to send us a new, corrected batch, at a significant discount.

Distribution

Children can get a library card of their own when they are able to sign their own name. Their guardian is still responsible for their account and any fees they accumulate until the age of sixteen. Until that time, kids can choose between cards with the special graphic and the usual library card.

Content

Back of Library Card:

Line for signature

I agree to abide by the library rules and to:

- Always present the card to utilize library services.
- Report lost cards, address and email changes immediately.
- Accept responsibility for materials borrowed, and to pay for all fines and fees incurred on the card.

Back of Keycard:

Cardholder is responsible for all materials borrowed on this card.

http://www.ci.sausalito.ca.us/library/

SUGGEST FURNITURRE/OTHER EQUIPMENT FOR EXISTING CHILDREN'S AREA

The design inspiration for the new children's area came from a BBC video piece entitled *Funky Libraries-Dreamscapes*¹⁰. In this piece, David Adjaye explores the architecture and design of libraries in Lyon and London. One of the main themes of the video is the relationship between space and community. In choosing new furniture for the children's area I focused equally on

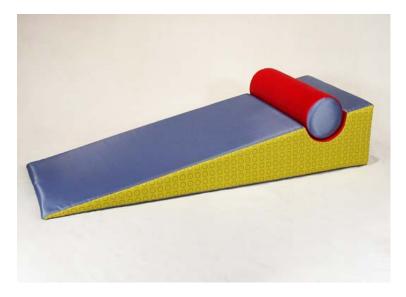
⁹ See next page

¹⁰ http://www.youtube.com/watch?v=BAmxdMBuwkQ

function and design. The appeal of the furniture presented in this video is that it is colorful, modular, durable, and comfortable.

JoAnn Goldschmidt tried to contact the libraries in Lyon to discover the company they used to purchase their furniture, but was unable to get a response. After researching many companies separately, we both found a favorite in *Agati*. The furniture we chose is designed for children and adults to use together. Because it is modular, it can be arranged in many different comfortable shapes. Each piece is a different, vibrant color and will brighten up the children's area.





Other Equipment

In terms of other equipment, the focus was safe, educational, and fun toys for 0-3 year olds. I purchased a series of puzzles that focused on the following: rhyming, seasons, animals. I purchased soft, sensory blocks for the youngest children as well as a separate set for older ones.

All of these materials were purchased at Lakeshore Learning¹¹; a company that designs educational tools for schools and libraries.



I also purchased wall hangings, such as the following in order to decorate the walls of the Children's Room. These were purchased from DEMCO.



The Children's Area

In order to make room for the new furniture and to make the area a roomy, welcoming place for children and family, changes had to be made to the Children's Room. In order to create more

¹¹ http://www.lakeshorelearning.com

2009-2010

walking space (as well as space for strollers), the spinners were removed and donated to another library. I made room on the shelves for the DVDs and Audio Book that had been on the spinners so that this could happen. One of the wood tables will also be removed to make room for the *Agati* pieces.

QUARTERLY GRANT REPORTS

Children's Grant -First Quarter Progress Report July - September 2009

First Quarter Milestones

- Working with nursery schools, parents & caregivers, determine feasibility then find and hire qualified person(s) to implement weekly Baby Bounce and Lapsit programs.
- Research and arrange four speakers' programs for adults / caregivers on childrearing/health to be presented between October 2009 and May 2010.

Progress Report on First Quarter Milestones

- TODDLER TIME
- a) Naima Dean, a popular storyteller in other Marin Libraries was hired (beginning September 2) for "Toddler Time" to be held each Wednesday from 11:45 am -12:15pm at the MLK gym after a Parks & Recreation program for 0-3 year olds called "Adventure Club". This partnership with Parks and Recreation links the Library with an existing group of parents and children to help build our program. An average of 12 children attends this story time which includes fingerplays, songs and stories. We're going to start with one story time for this 0-3 year old group to see whether or not there is a need to split it into 0-1 ½ and 1 ½ to 3 year old groups. We will mention Toddler Time at Story Time and Story Time at Toddler Time so that parents will be aware of the two different story times.
- b) Toddler time has been promoted in the quarterly City Magazine, posters, on the Library website, in the IJ (print & online), Marin Scope and Pacific Sun newspapers, Marin Mommies website, Southern Marin Mother's Club website, and through the In-the-Loop email distribution list. Flyers have been distributed to Starbucks, Marin City Library, nursery schools and Parks &Recreation programs for young children.
- **WORKSHOPS** -Three presenters have been contacted about workshops:
 - a) Children's Librarian Elizabeth Guth will present a workshop on October 13. She will talk about children's literature and how to choose which books to read to children in order to foster early childhood literacy and a lifelong love of storytelling. Pamphlets have been ordered to accompany this presentation and also be distributed at Toddler Time
 - b) Storyteller Bonnie Lockhart has been confirmed for a program on Saturday, February 20, 2010. This will be a family-oriented program that parents/caregivers can attend with their children. The adults will learn how to share rhymes, songs, and stories with their children.
 - c) Children's author Amy Novesky may do two programs. The first will be a workshop for parents on Child Media (books, DVDs, CDs, websites, etc.). The second will be a reading with children's authors and illustrators (such as Yuyi Morales).

The budget for all the programs is \$2,000. Since the cost of some of the workshops may be low we will probably be able to present more than 4 workshops.

Progress in other areas and upcoming milestones

- Attended ALA Conference in Chicago. Went to author readings, collected advance reader copy and other children's books, went to workshops on children's librarianship, researched library furniture, etc. for children's room.
- Met with the Director and a teacher from the Sausalito Nursery School. Discussed needs/wants of children, parents, and teachers as well as possible opportunities for collaboration.
- Started shelf-reading and weeding in the Easy Readers area of the Children's section. Weeding has really spruced up the Children's area as well as giving us room to grow the collection. Have also created permanent areas for book displays and made the section look more attractive. Regularly display books to help parents in the selection process. The displayed books seem to circulate at a faster rate.
- Started weeding pre-1986 books, keeping an eye for any classics that should be replaced with post 1986 editions. This is in preparation for a possible ruling about lead in children's materials that may require libraries to remove pre-1986 children's books.
- Attended staff training on Aquabrowser (new catalog feature). One of its features will be the ability to provide a link to book recommendations for parents.
- Continuing to outreach to build partnerships with Sausalito Parks and Recreation and the Marin City Library.
- Began outreach to Bay Area Schools for possible program to help parents choose a school
 (a request from parents). The original goal may be too big a scope for this Library so began
 exploring online alternatives to present parents with resources and information about
 schools. Visited staff at Hamlin School and got information on Independent middle
 schools and how to support parents in their searches. Added links from our library's
 website to information about middle schools.
- Began researching children's library cards that have different graphics than adult cards.
 Suggested ways to make becoming a patron an exciting and important moment for children. The cards could be set to expire when the child enters the third or fourth grade at which time they could exchange the card for a regular library card.

Grant Expenditures July - September 2009

Item	Budget for the year(quarter)	<u>Spent</u>	
<u>Balance</u>			
Children's Specialist	26,000 (6,500)	7,175	
18,825			
Storytellers	6,000 (1,500)	252	
5,748			
Staff coverage	3,000 (750)	224	
2,776			
Speakers	2,000	225	
1,775			
Materials	8,000	0	
<u>8,000</u>			
TOTAL	\$45,000	\$ 7,876	
(18%) \$ 37,124			

Children's Grant -Second Quarter Progress Report October - December 2009

Note: The milestones for remaining three quarters have been rearranged (and in some cases reworded) in a way that both staff and specialist agree works better. Attached to this document is the revised list of milestones. All the milestones remain on the list, they're just in a slightly different order and, in some cases they are started in one quarter and completed in the next quarter.

Second Quarter Milestones - Progress report

- Create a plan of what the Library will need to do by February 2010 if libraries must comply with new laws about lead in children's materials. Completed. Some of the pre-1986 books have been withdrawn and the rest have been added to a list then re-shelved. If the law passes, we will pull the books and either segregate them, withdraw them, or replace them with copies printed after 1986 where possible.
- Evaluate and make recommendations on children's library cards that have different graphics from the adult library cards. *The cards have been selected and just need to be ordered (see attachment). The price for 1,000 cards is \$350.*
- Begin evaluating and suggesting equipment such as bean bags, chairs, pillows, puzzles that are appropriate in the existing children's area and make it a more welcoming space. *Items* (children's furniture, carpets, cushions, reading rugs, reading couches, wall storage, etc.) have been suggested (see attachment) but will wait to finalize selections and purchase after weeding and rearrangement of collection is completed.
- Begin evaluating the collection of Juvenile books and audio-visual materials for 0-5 year olds (using computer-generated reports from the Library's Integrated Library System) and make recommendations on developing and maintaining it. Considering the Library's limited space, make recommendations on the overall focus of the Juvenile collection. This may result in changing the age-level focus of the Library's children's materials budget. At this point the specialist has mainly focused on the book collection and will focus on the audio-visual materials in the third quarter. The specialist has conferred with and started making recommendations on developing the collection to the person ordering the children's books. She has discovered several areas that need development while she was performing reader's advisory for children. At this time she believes the library should continue to develop the children's collection equally for all age groups.
- Begin evaluating and weeding the current children's collection of titles in Spanish with a
 special focus on 0-5 year olds. A few bilingual books have been added and other titles have
 been collected to add once weeding is completed.
- Evaluate and weed Picture books, Holiday books, Toddler books, Juvenile fiction, Juvenile nonfiction that is shelved in the children's room, and Easy Readers. Almost completed.
 This turned out to be quite a time-consuming project!
- Evaluate the current and future needs of the children's space and make suggestions about future reorganization, expansion, and relocation. *The need for this additional Milestone*

came about as the Specialist began researching children's furniture and talking to members of the Library Board about a possible expansion / relocation of the children's room in the future. She wanted to make sure that any furniture purchased not only suits the current needs of the children's space in the Library, but could easily be incorporated into a new space of relocation occurs. The Board benefitted from her suggestions about how an expanded space might be utilized.

Progress in other areas and upcoming milestones

- Finalized details of February workshop for parents. This will be a workshop that both parents and children can attend. The Specialist is discovering that parents prefer the programs that include their children or are just for children
- Considering creating a special poetry section in the children's area as space allows.
- Worked on the Sausalito Art Festival Grant proposal.
- Spoke with Library Board about issues children's services at the library and the children's area
- Presented an update on the grant to the City Council in October.
- Created displays in the Children's area.
- Received an email from Parks and Recreation commenting on what a great program and
 partnership the new Toddler Time is and how well it fits in with their Adventure Club that
 happens in the same space just before Toddler Time. The parents and children adore the
 storyteller (Naima Dean). We're hoping this will lead to other projects with Parks and
 Recreation in the future.
- Created a flyer for both story times (Toddler Time on Wednesdays and Story Time on Thursdays) and distributed it to both story time groups.

Statistics 2nd Quarter

- Iuvenile books weeded 431
- Average attendance at toddler time 10 children
- Attendance at speaker program for parents/caregivers -5 (extreme weather day could account for the low attendance)

Grant expenditures

Item	Budget	Spent in 1st quarter	Spent in 2 nd quarter	Left to spend
Children's specialist	26,000	7,175	5,092	13,733
Storyteller	6,000	252	840	4,908
Staff Coverage	3,000	224	336	2,440
Speakers	2,000	225	0	1,775
Materials	8,000	0	0	8,000

2009-2010				
TOTAL (69%)	45,000	7,876 (17%)	6,268 (14%)	30,856

Children's Grant-Third Quarter Progress Report January - March 2010

Third Quarter Milestones

Create and promote a newborn packet that stresses the importance of reading to
preschoolers, and includes information on local parent groups, library card application,
and a free book.

Materials have been purchased (bags, board books, pamphlets on early childhood literacy in both English and Spanish). Program flyers and library information will also be included. Once the label for the bag is printed they will be ready to be promoted at story times, children's programs, in the Library, and via the webpage.

- Research then add child rearing / health and school information links to Library website. Many new and useful links have been added to the "Parents and Kids" section of the Library's webpage.
- Create signage that directs parents / caregivers to other locations in the Library for children's materials.

Additional signage has been created both to improve access to materials in the children's section as well as directing parents / caregivers to other locations in the Library for children's materials.

• Evaluate and make recommendations on parenting book collection. Share titles at programs where parents / caregivers are present.

The parenting collection was weeded (46 titles withdrawn and replaced with new editions and new titles.

• Create booklists with recommendations for 0-5 year olds.

New bibliographic pamphlets were created on the following themes: Toddler Books, Rhymes and Fingerplays, Newbery Award Winners, and Caldecott Award Winners. Several more pamphlets will be produced by the end of the grant period. A template has been created for the pamphlets that can be used in the future for other lists. A pamphlet holder has been purchased.

• Update the current children's collection of titles in Spanish with a special focus on 0-5 year olds (continued from 2nd quarter)

The existing collection was evaluated and 20 bilingual titles were added. A special section is being created for this collection so that all bilingual biographies, picture books and nonfiction are all shelved together, making them more accessible and easy to browse.

• Continue and complete evaluating the collection of Juvenile books and audio-visual materials for 0-5 year olds and make recommendations on developing and maintaining it. The evaluation and weeding of the Juvenile books and audio-visual materials for 0-5 year olds has been completed. Tattered copies were replaced and some gaps in the collection were filled. Recommendations on developing and maintaining it will be delivered in the final quarter.

Progress in other areas and upcoming milestones

- Successful family workshop with Bonnie Lockhart in February. Parents learned fingerplays
 and rhymes together with their children. Two additional family workshops have been
 scheduled in April and June.
- 1,000 (minimum order) children's library cards have been ordered.
- Several puzzles, blocks, and story time flannel board have been purchased.
- With the help of Jo Ann Goldschmidt we are tracking down the best furniture for the best price.
- Started working on the summer reading program. The focus is being changed to encourage parents to read to their children. Instead of simply putting their names on a board, children (or their parents) will asked to write the name of their favorite book(s) in order to share with other parents and children.
- Purchased supplies for toddler time, bulletin board for parent's area, award seals to place on award-winning titles, posters, added a new children's magazine subscription.
- Started working on a binder documenting each milestone of the grant.

Statistics -3rd Quarter

- Iuvenile books weeded 540
- Parenting books weeded- 46
- Average attendance at toddler time 11 children (Plus caregivers)
- Attendance at family workshop 30 people (parents and children)

Item	Budget	Spent 1st	Spent 2 nd	Spent 3 rd	Left to spend
		Quarter	Quarter	Quarter	
Children's	\$26,000	\$7,175	\$5,092	\$5,092	\$8,641
Specialist					
Storyteller	\$ 6,000	\$252	\$840	\$1,092	\$3,816
Staff	\$3,000	\$224	\$336	\$784	\$1,656
Coverage					
Speakers	\$2,000	\$225	\$0	\$225	\$1,550
Materials	\$8,000	\$0	\$0	\$1,162*	\$6,838
TOTAL	\$45,000	\$7,876 (17%)	\$6,268 (14%)	\$8,355 (19%)	\$22,501(50%)

*\$1,099.45 paid with City Credit Card—to be reimbursed to City in June after all materials are purchased

Children's Grant - Development of Early Childhood Services for the Sausalito Library Final Report September 2010

Background

One of the surprises of the Library's strategic planning process (completed in April 2008) was the importance the community places on services to young children and families. This resulted in two strategic plan goals having to do with improving library services to preschool children and their families and caregivers. A proposal for a year-long project to develop early childhood services for the Sausalito Library was presented to and funding approved by the Sausalito Library Foundation. A children's library specialist was hired for the project which began on July 1*, 2009. The total grant was for up to \$45,000.

The purpose of the grant was to improve children's services for children from birth to five years old and encourage a lifelong love of reading by hiring a professional children's specialist 15 hours a week for one year to work with existing staff to develop programs, the collection and equipment. All programs were designed to be sustainable with existing staffing levels.

Major milestones included:

- Storytelling programs for children from birth to age three
- Programs for parents and caregivers on the importance of reading to preschoolers and how
 to select books for and read to them as well as programs on child-rearing and child-health
 topics
- Newborn packets that stress the importance of reading to pre-schoolers, information on local parent groups, library card application, and a free book
- An improved summer reading program to more actively include pre-school children and their caregivers
- Links from the Library's website to websites of interest to parents and children.
- Improved children's and parenting books and audio-visual materials.
- New equipment and furniture in the children's area
- New library cards designed specifically for children

This program had quarterly milestones which were reviewed, evaluated and reported to the Library Foundation, the Library Board, and the Council. All information related to the project was documented so that existing staff can continue any new programs and refer to the work that was done.

Outcome

This grant project demonstrated to the community the Library's renewed commitment to the children of Sausalito. Programs and services were improved and expanded as all of the milestones were achieved (see attachments). New partnerships were forged with departments and schools and new relationships were created with caregivers and children. Parents, children, and staff were all pleased with the results.

This grant was also an excellent stepping stone between the Library's Strategic Plan (the Foundation's first major grant) and its next major grant, the Library Space Needs Assessment. The Children's Grant both addressed goals outlined in the Strategic Plan as well as providing momentum for the Space Needs Assessment, (another goal of the Strategic Plan).

Highlights

- The total amount spent was \$38, 076 (\$6,373 under budget).
- Circulation of children's materials increased by 22%
- New items included furniture, toys, and equipment, new children's library cards, and "Baby's First Book Bag" for families with newborns
- Lasting results included an improved summer reading program, weekly toddler time and two additional programs for families (currently funded by the Friends) and a new Children's Librarian who was hired in May 2010 to carry forward the efforts initiated by the grant.

Statistics

Increase in circulation of children's materials	+ 22%
Books added	55
Children's books weeded	1,372
Parenting books weeded	46
Average attendance at Toddler Time	15
Total attendance at family workshops	4 3

Budget and Expenditures

Item	Budget	Total Spent	Balance
Children's Specialist	\$26,000	\$25,398 *	\$ 602
Storyteller	\$ 6,000	\$3,649 *	\$2,351
Staff Coverage	\$ 3,000	\$2,738 *	\$ 262
Speakers	\$ 2,000	\$ 900	\$ 1,100
Materials	\$ 8,000	\$ 5,942 **	\$2,058

TOTAL	\$45,000	\$38,627	\$6,373
1011	ΨΙΟ,	ΨΟΟ,ΟΞ.	ΨΟ,ΟΙΟ

^{*}Includes an additional \$1,790 for social security, Medicare, and SUI

^{**\$1,599} paid with City credit card and deducted from the \$35,000 deposited with the City

2009-2010

Books Weeded: 1326

Books Added: 55 (20 Bilingual; 11 donated by the Friends of the Library)

Newborn Packets Created: 90

Newborn Packets Distributed to Date: 19

Program Attendance: Toddler Storytime-average 15 children (11 the first day and 23 on the last)

Elizabeth Guth's workshop-5

Bonnie Lockhart's workshops- 15; 0

Naima Dean's workshop-23

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¹² See following pages