CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)

Final Program Narrative Report
(LSTA Form 9)

Grant Information

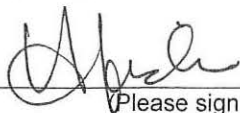|	
Library Jurisdiction	Ontario City Library
Project Title	La Comunidad
Grant Award #	40-8286
Grant Period	2013-14
Amount of Grant Award	$15,000.00
Amount of Grant Expended	$15,000.00
Local Match	
In-Kind	$16,787.00
Total Amount of Project (amount expended + match + in-kind)	$31,787.00
Number of Persons Served (should not include total population of service area or potential population to be reached)	1,344 persons

Project Director

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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

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: 7/25/2014
(Please sign in blue ink)

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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
The mission of the Ontario City Library is to strengthen our community by creating and supporting lifelong reading, learning and enjoyment. La Comunidad supports this mission by creating a new generation of families who will be ready and able to contribute to the success of themselves, their children and Ontario. This program will provide opportunities for educational support and development for children and families struggling to bridge the skill gap necessary for Spanish speakers to function at a higher capacity in the world of English speakers. The project will also bring more of a sense of community within the library to this audience while increasing their confidence and self-esteem by obtaining the tools they need to be more successful. The programs include English as a Second Language classes, bilingual storytimes, computer classes in Spanish, and the formation of a Spanish outreach committee. A computer lab will also be repurposed into a classroom to accommodate most of these classes.
Project Activities and Methods How did you accomplish the project? What were the steps involved? How did you engage the target audience?
The main thrust of the La Comunidad grant was as follows: starting and sustaining English as a Second Language classes, adding additional Spanish language programming into current programming, repurposing a computer lab into a classroom, and developing a Spanish language outreach committee. All four were accomplished during the time period of the grant. English As A Second Language (ESL) English as a Second Language classes started in January 2014. Each session of classes lasted six weeks. They consisted of a 90 minute formal class with a teacher and 60 minute conversation clubs where participants under the auspices of a Spanish speaker club leader could come practice their English and discuss what they learned in a more informal situation. During the first session, the library presented one formal weekday evening class and two weekday evening conversation clubs. However, the program grew during the grant time period. By the time the library presents a fifth session in July 2014, staff and volunteers will present two formal classes (Saturday morning and Monday evening) and seven conversation clubs (held throughout the week and at different times of the day). Classes are now held at both Ontario City Library locations. As stated in the grant methods, Ontario City Library (OCL) staff met with City of Commerce staff to discuss Commerce library's successful ESL program and evaluate the usefulness of the curriculum used by the Commerce program for use by OCL. OCL staff decided that the text books used by Commerce were too complex for the OCL program and were better suited at a later stage when the OLC program was more developed. The curriculum that staff decided to develop for the class was based on discussion with the very first class participants as to what topics they would like to learn during each session. Staff decided to emphasize conversation rather than reading and writing, with some attention placed on correct pronunciation. Participants continued to express an interest in pronunciation as well as vocabulary throughout the sessions. Staff used one book in class, The Oxford Spanish/English Picture Dictionary. The library ordered multiple copies for participants to check out (staff taught participants about library usage and how to get library cards). Staff also demonstrated Mango Languages, an online database to which the library subscribes.

Staff decided to develop a unique curriculum for several reasons. One, curriculum such as that used by the City of Commerce was based on a daily attendance. Based on past experience with library programming and classes, staff felt that participants would not be able to attend every day or even each session, which proved to be true. Free sessions meant that people dropped the class mid-way through; others then joined the class mid-way. Thus the curriculum could not build from one class to another but each class needed to be mostly unique.

Staff created power point presentations for each class that focused on topics such as money, time, school, and food and then used those topics to teach grammar and pronunciation such as alphabet, numbers, simple verb tense, and adjectives. Each class consisted of approximately 15-20 people.

Conversation clubs were not initially described in the grant but were an offshoot of discussions with the state library liaison about one class per week not being enough for participants to learn English. Conversation clubs were developed to be more informal and based around an English speaking club leader leading a conversation in English about some prescribed topic (for example: "Tell us what you would do if you won the lottery" or "What did you do for Easter weekend?"). These conversation clubs lasted for approximately 60 minutes but often went longer depending upon the club leader. Based on feedback from the first volunteer club leader, a packet of discussion ideas was created and given to each leader. Ultimately though, each club leader developed his or her own topics and unique style. Because of this factor, some of the clubs were more formal and similar to the class setting; others were truly conversations. Clubs ideally consisted of 6-7 participants, although during the last few weeks of the last session as word about the program spread, the attendance grew accordingly. Students were encouraged to attend the class and at least one club; some students attended every day. Because classes and clubs were taught or led by different people, students could gain a variety of educational experience during the six weeks.

The first class in January 2014 was taught by a library staff member. The two conversation clubs were led by a staff member and a volunteer. Over the time period of the grant and into the future, eight staff members and four volunteers were trained to lead conversation clubs. Of those 12 individuals, three staff members and two volunteers were trained to teach a formal ESL class.

PROGRAMMING

As part of the grant, two other programs that the library offers were enhanced with Spanish language variants.

Youth Services staff presented "ABC, Read to Me," an interactive bilingual story time for children and families held offsite at Veteran's Park in partnership with Reach Out, a local organization that works with economically disadvantaged parents and youth. Each session featured bilingual songs, stories and finger plays. After the first 30 minutes, participants moved into a less structured Stay and Play format in which attendees could interact with each other via coloring pages, toys, bubbles and use of a large parachute. Attendees used this free play time to meet new friends, share common experiences and provide social interaction for their young children.

The library was already offering a computer class in Spanish, but the repurposed room allowed staff to offer more classes in Spanish in Winter 2014. These included Facebook, Intro to the Internet, Microsoft Word, Excel, and Powerpoint.

REPURPOSE

The repurposed room had been an afterschool computer lab for children that was not used for much of the day. Repurposing the lab into a classroom allowed staff to move the computers for children into a more accessible area. Movable desks and chairs and a flat screen television set connected to a computer were added to the room. The desks are designed for use with laptops. Other city departments assisted with the

updating of wiring, painting and doing other construction. An existing white board was found and used. The room was successfully repurposed and well within budget. The room can seat 26 people.

OUTREACH

A Spanish outreach committee was created in Fall 2013. The committee was made up of full and part time staff members who speak Spanish. Two events were attended, and bilingual bookmarks advertising library services were printed. The committee met several times during the duration of the grant. However, when classes started, the committee went on hiatus to concentrate fully on developing the ESL classes and conversation clubs. The committee will regroup in Fall 2014.

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)

500 color flyers advertising ESL sessions were distributed

30,000 bilingual bookmarks advertising library services were created

2 outreach events reached 185 people.

4 sessions of ESL classes consisting of 24 classes and 54 conversation clubs reached 684 participants.

30 copies of Oxford Picture Dictionary English/Spanish were purchased for checkout

13 multimedia kits were purchased that included audio ESL, conversation cards, and other books.

21 bilingual storytimes were held that reached 576 particpants.

11 computer classes in Spanish were held that reached 84 partcipants.

8 staff members and 4 volunteers were trained to lead conversation clubs. Of those 12 individuals, 3 staff members and 2 volunteers were trained to teach a formal ESL class.

Project Outcomes (if applicable)

Please state the outcomes and the results of your evaluation.

Our goal was to administer pre and post assessments for each session and then evaluate participants. However, our goal was stymied by changing attendance throughout the class. Although each class initially had 20 participants, the individuals attending each session changed from class to class. For example, people would bring their friend to a class. The friend would come back the next class but the person who brought them would not. This stymied our efforts to produce viable outcomes.

We administered pre and post assessments for two sessions. We had only nine participants who attended most or all the sessions and were able to complete both assessments. Statistically, 44% of those nine did better on their post assessment; 33% stayed the same; and 22% answered fewer questions correctly.

Additional Project Outcomes

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

An assistant Vice Principal at an Ontario high school was earning a PhD degree and needed to do some pro bono consulting work as part of his degree. He chose the library as his client. Library staff suggested he develop a training manual for ESL teachers and club leaders. As part of this he also looked at other curriculum the library may use. A full report from him is due after the grant period.

In searching for volunteer teachers and group leaders, a staff member suggested contacting the English as Second Language Department at California State University, San Bernardino. Because of this contact, the library was able to find a student gaining her degree in teaching ESL who will be doing an internship starting at the library in July 2014. She will be teaching an ESL class on Saturday mornings.

Anecdotal Information

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

This was from one our Conversation Club leaders: "Teaching each session has been a rewarding experience, but one thing I noticed with this session is the change from attendance of individuals to families attending the sessions, i.e. adult sisters, a mother and daughter, husbands and wives, and one family of three teens and their aunt and uncle. Everyone is very appreciative and eager to learn."

Participants in the ESL program had only positive things to say about the classes and encouraged their friends and family to attend, growing the program through word of mouth. Said one participant: "Me gusto mucho las clases porque le ponen mucha atencion para que se pronuncie bien. Gracias -- y la conversacion de los Jueves tambien me gusta." ("I like the classes because they place a lot of attention on pronunciation. Thank you! I also enjoy the conversation on Thursday."

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

La Comunidad is a good example of a successful start-up. Ontario City Library ended literacy services of all sorts several years ago, so developing English as a Second Language classes was essentially done from scratch. Library staff created curriculum and training. There was not a ready-made pool of participants who already attended or had heard of literacy activities at the library, so staff had to attract people to the classes using mostly word of mouth. Other libraries who may want to develop ESL courses and classes could certainly emulate Ontario.

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!

The state provided liaison was tremendously helpful. The library called and emailed her multiple times, including giving some vital answers to budget questions. She also kept the library on track when it came to paperwork. The two physical trips she made to the library were also advantageous. She was able to sit down and meet face to face with the project coordinator, putting him at ease, answering his questions about ESL curriculum and outcomes. Her knowledge and previous experience were quite valuable.

La Comunidad was initially turned down, but the library was encouraged to re-apply. It was incredibly beneficial to receive feedback as to why the grant was declined, and that advice led us to eventual success.

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