

CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
FISCAL YEAR 2017/2018
PITCH-AN-IDEA GRANT APPLICATION

ELEMENT 1: BASIC INFORMATION (please see application instructions for additional information)

Applicant Information

- | | |
|--|--|
| <p>1. Library/Organization
 South San Francisco Public Library</p> <p>3. Legal Business Name <i>(must match name registered with Federal Employer Identification Number (FEIN))</i>
 City of South San Francisco</p> <p>4. Project Coordinator Name
 Frances Ulrich, M.Ed.</p> <p>6. Email Address
 frances.ulrich@ssf.net</p> <p>8. Mailing Address
 520 Tamarack Lane</p> | <p>2. Library's DUNS Number
 004952263</p> <p>5. Project Coordinator Title
 Literacy Services Coordinator - Children and Families</p> <p>7. Business Phone Number
 650-877-8544</p> |
|--|--|
- | | | |
|---------------------|--------------|------------|
| City | State | Zip |
| South San Francisco | CA | 94080 |

Project Information

- 9. Project Title** Voices of Our Community
- 10. LSTA Funds Requested** \$29,000
- 11. Cash Match & In-Kind** \$14,002
- 12. Total Project Cost** \$43,002
- 13. California's LSTA Goals** *(Check one goal that best describes the project)*
- | | |
|--|---|
| <input type="checkbox"/> Literate California | <input type="checkbox"/> Bridging the Digital Divide |
| <input type="checkbox"/> 21 st Century Skills | <input type="checkbox"/> Information Connections |
| <input type="checkbox"/> 22 nd Century Tools | <input checked="" type="checkbox"/> Community Connections |
| <input type="checkbox"/> Content Creation/Preservation | <input type="checkbox"/> Ensuring Library Access for All |
- 14. Primary Audience for project** *(Select all that apply.)*
- | | |
|---|---|
| <input type="checkbox"/> Adults | <input checked="" type="checkbox"/> Pre-School Children |
| <input checked="" type="checkbox"/> Families | <input type="checkbox"/> Rural Populations |
| <input checked="" type="checkbox"/> Immigrants/Refugees | <input checked="" type="checkbox"/> School Age Children |
| <input type="checkbox"/> Intergenerational Groups (Excluding Families) | <input type="checkbox"/> Senior Citizens |
| <input type="checkbox"/> Library Staff , Volunteers and/or Trustees | <input type="checkbox"/> Statewide Public |
| <input checked="" type="checkbox"/> Low Income | <input type="checkbox"/> Suburban Populations |
| <input checked="" type="checkbox"/> Non/Limited English Speaking Persons | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> People with Disabilities | <input type="checkbox"/> Urban Populations |
| <input checked="" type="checkbox"/> People with Limited Functional Literacy | <input type="checkbox"/> Young Adults and Teens |

ELEMENT 2: PROJECT BACKGROUND AND SUMMARY

Describe how this project was identified as a need, how it relates to your library's strategic plan, what will be accomplished if this project is implemented, and how you will know whether your project is successful. Summary should relate to activities in the timeline (Element 4) and include statistical information to support the project.

Changes seen in the demographic make up of South San Francisco (SSF) and the current needs our immigrant families are facing led us to identify this as the right time for the Voices of Our Community project. This community engagement project aligns well with the 2016 - 2020 South San Francisco Public Library (SSFPL) Strategic Plan which gathered information from over 1,000 community members. One factor which was identified through the development of the Plan is that in SSF there is a probability above 80% that two or more people living in a household are from a different racial or ethnic background. Based on community input, one goal of the Strategic Plan is to "foster Community Engagement through culture, art, local history and volunteerism." The Plan features a new library that includes a community center to advance community connections. Voices of Our Community supports the City's recently adopted Resolution affirming the City of South San Francisco's commitment to diversity and inclusion. The project is in line with our affiliate, the San Francisco Opera Guild's vision to promote cultural awareness through their Year of Cultural Understanding theme. Voices of Our Community aligns with LSTA goals: VII Community Connections and I Literate California. According to the Education Alliance of Brown University, "Culture is central to learning" and "being Culturally Responsive is an acknowledgement that responds to and celebrates culture in order to provide equitable access to education."

We intend to promote literacy and community connections in 50 families out of which 90% plus are English Learners. Many of the families may have children who attend our library's free after school program. Our project will introduce families to Reader's Theater with a step-by-step literacy instruction process. Reader's Theater is an approved method of guided oral reading for building reading fluency. Reading fluency is of paramount importance to learning. According to The National Institute for Literacy, "Fluency is vital to comprehension, which is the main goal of reading." Reader's Theater helps students connect to reading across the boundaries of learning styles. For instance, even kinesthetic learners - the learners most often underserved in the traditional learning environment - are reached with this active learning process. In Voices of Our Community, each family will explore their culture through conversation and journaling while creating Reader's Theater scripts turning their writing into theatrical or musical pieces with guidance from the San Francisco Opera Guild. In a recent report, the National Commission on Writing addresses the importance of writing on literacy. They say, "If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write." The Carnegie Corporation found that writing can be a powerful method for improving reading. Having students spend more time writing has a positive impact on reading, increasing how well students comprehend texts written by others. Taken together, these findings from The National Commission on Writing and The Carnegie Corporation demonstrate the strength of writing as a tool for improving both reading and content learning.

Families will record their process digitally to capture its progression. Participants will present their stories before their peers and greater public at library facilities during community engagement events aiming to celebrate our rich cultural backgrounds. Our library's videography team will record each performance so that participants can share their production with extended family. We will be delighted to share the Voices of Our Community model with other programs and libraries.

The SSFPL's Community Learning Center (CLC) has a history of successful family engagement. We recognize that many parents and caregivers have busy schedules and may work more than one job to make ends meet. In order to find the most convenient times for events, we use surveys to choose dates that are the most convenient for our families. In addition, to support the attendance of our families, we offer activities for younger children so families do not need to find or pay for safe supervision of their younger children. Further, we provide refreshments with library donations. Just recently, we had over 90 children and parents attend our STEM event.

We will know that our project is successful if participating families increase their family reading time and report greater feelings of community connection. Changes in family reading habits, increases in cultural awareness, and feelings of inclusion will be measured with interviews and pre-/post-surveys. Fifty families will participate in workshops, and all of these families will have the option of participating in presentation events. Of the fifty families involved, 75% of the families will report an increase in family reading time.

ELEMENT 3: PARTNERSHIPS

Please list all formal partners for your project here. Please attach (under Element 7) a copy of your signed agreement with each partner, which outlines the role the partner will play and the resources the partner will contribute.

Partner Name	Organization Type (see instructions for valid entries)	Legal Type (see instructions for valid entries)	Role on Project	Resources That Partner Will Contribute (materials/funds/staff)

ELEMENT 4: PLANNING AND EVALUATION

Please answer each area concisely and completely. For section A-F limit responses to four pages.

A. Project Intent *(Check only one that best describes the project)*

Lifelong Learning

- ☐ Improve users' formal education
- ☐ Improve users' general knowledge and skills

Information Access

- ☐ Improve users' ability to discover information
- ☐ Improve users' ability to obtain information resources

Institutional Capacity

- ☐ Improve the library workforce
- ☐ Improve the library's physical and technology infrastructure
- ☐ Improve library's operations

Economic & Employment Development

- ☐ Improve users' ability to use resources and apply information for employment support
- ☐ Improve users' ability to use and apply business resources

Human Services

- ☐ Improve users' ability to apply information that furthers their personal, family, or household finances
- ☐ Improve users' ability to apply information that furthers their personal or family health & wellness
- ☐ Improve users' ability to apply information that furthers their parenting and family skills

Civic engagement

- ☒ Improve users' ability to participate in their community
- ☐ Improve users' ability to participate in community conversation around topics of concern

B. Project Purpose – Short statement which answers the questions: we will do what, for whom, for what expected benefit(s).

SSFPL's CLC is proposing to implement a community engagement project for immigrant families, and other families in the community, with limited literacy skills. The primary purpose of Voices of Our Community is to engage these families in a culturally responsive Reader's Theater program that will boost their language development and reading skills. The project will increase understanding of community issues and feelings of inclusion in our families through celebration of diversity and community. Exploration and sharing of family heritage will help students better understand others. By sharing their stories families will walk in each other's shoes, see differing points of view, gain broader cultural perspective, and develop empathy.

C. Anticipated Project Outputs – Measures of services and/or products to be created/provided.

Voices of Our Community anticipates the following outputs:

1. 6 CLC staff and 2 volunteers will be trained in 2 training session provided by the San Francisco Opera Guild in conversation and journaling techniques and how to help families turn their writing into theatrical and musical performances.
2. 50 families will participate in Voices of our Community.
3. 20 family Reader's Theater workshops will be delivered during the grant year.
4. 50 journals recording families' exploration of their heritage and creation of their Reader's Theater scripts will be completed.
5. A training video will be created documenting families' process in developing their individual stories.
6. 2-4 presentation events where families present to their peers at one or more of the three South San Francisco Public Library facilities.
7. 25-50 families will participate in the presentation events.
8. 25-50 family videos (one of each presentation) will be created by the library's videography team so that families can share their experiences with their extended families.
9. A video of all recordings will be provided to the LSTA team.

D. Anticipated Project Outcome(s) – What change is expected in the target audience’s skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes? (for examples see attachment B of the application instructions)

1. At least 75% or 37 participating families will report increasing family reading time.
2. At least 60% or 30 participating families will report greater feelings of community connection.

Changes in family reading habits and increases in cultural awareness, and feelings of inclusion will be measured with interviews and pre-/post-surveys administered at each of the 2 - 4 presentation events.

E. Briefly describe how this project will be financially supported in the future.

The project will be sustained by trained staff and volunteers. The San Francisco Opera Guild will train staff and volunteers to teach families journaling techniques and help them turn their writing into theatrical and musical performances. Initial training and end reflection session will be videotaped. The first year additional staffing costs apply to planning and implementation including training. After the grant ends the program will be rolled into the afterschool routine activities in support of family engagement and as part of the city-wide commitment to diversity and inclusion. Costs beyond the grant period will include annual training and coordination which we expect will be carried on by staff and volunteers under the direction of the Literacy Program Coordinator for children and families.

F. Activity Information. Activities are action(s) through which the intent or objective of a project are accomplished. Four activity types have been identified, each with select methods to help you describe how you will carry out this project. Indicate activity types that require a significant commitment of resources to the project (representing 10% or more of total project resources).

1. ☒ **Instruction** - Involves an interaction for knowledge or skill transfer and how learning is delivered or experienced. *(Check all that apply and provide a description including whether the format will be in-person, virtual, or both)*
 - ☐ Program - Formal interaction and active user engagement (e.g., a class on computer skills).
 - ☐ Presentation - Formal interaction and passive user engagement (e.g., an author’s talk),
 - ☒ Consultation - Informal interaction with an individual or group of individuals (library staff or other professional) who provide expert advice or reference services to individuals, units, or organizations.
 - ☐ Other

Description: Instruction and consultation will be formal as well as informal. The formal, in-person, instruction by the San Francisco Opera Guild will follow a very prescribed sequence of activities and teaching techniques. However the method of consultation with families will be interactive, engaging and involve discussion and idea sharing.

2. ☒ **Content** - Involves the acquisition, development, or transfer of information and how information is made accessible. *(Check all that apply and provide a description including whether the format will be physical, digital, or both)*
 - ☐ Acquisition - Selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies (i.e. publishers, vendors) to obtain resources. May also include procuring software or hardware for the purposes of storing and/or retrieving information or enabling the act of experiencing, manipulating, or otherwise interacting with an information resource.
 - ☒ Creation - Design or production of an information tool or resource (e.g., digital objects, curricula, manuals). Includes digitization or the process of converting data to digital format for processing by a computer.

- ☐ Description - Apply standardized descriptive information and/or apply such information in a standardized format to items or groups of items in a collection for purposes of intellectual control, organization, and retrieval.
- ☐ Lending - Provision of a library's resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.
- ☐ Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.
- ☐ Other

Description: The Voices of Our Community project involves development and creation of materials that celebrate our community's cultural heritage. The San Francisco Opera Guild's Year of Cultural Understanding endeavor will lead our families in workshops to help them discover how to use discussion and questioning to promote understanding of their unique cultural heritage. Participants will learn to make family journals that they will use to create Reader's Theater scripts showcasing their heritage. Families will perform their stories during community engagement events. The entire creative process may be videotaped, at the family's discretion. All families will have their final performances videotaped and they will receive copies to share with extended family.

3. ☐ **Planning & Evaluation** - Involves design, development, or assessment of operations, services, or resources and when information is collected, analyzed, and/or disseminated. *(Check all that apply and provide a description including whether the format will be in-house or third-party)*
- ☐ Retrospective - Research effort that involves historical assessments of the condition of a project, program, service, operation, resource and/or user group.
 - ☐ Prospective - Research effort that projects or forecasts a future condition of a project, program, service, operation, resource, and/or user group.

Description:

4. ☐ **Procurement** – May only be used for projects with an Institutional Capacity Intent. Acquiring or leasing facilities; purchasing equipment/supplies, hardware/software, or other materials (not content) that support general library infrastructure. *(Provide a description)*

Description:

ELEMENT 5: GRANT TIMELINE/ACTIVITIES

Show each major project activity and when it will be started and/or completed throughout the project. The timeline should correspond to the activities described in Planning and Evaluation. Please put an X in each pertaining month.

Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Create assessment tools, refine grant action plan and create detailed timeline	X	X	X											
Identify SF Opera Guild Teaching Artist and confirm staff members to receive training	X	X	X											
Meet with Reading Partners to review reading/ writing support model for students.	X	X	X											
Identify Voices of Our Community family presentation dates	X	X	X											
Staff program orientation/ review of project based learning model/staff 1st training	X	X	X											
Recruit families for project	X	X	X	X	X	X	X							
Administer pre-survey to establish baseline information			X				X							
Review and gather materials, purchase project supplies		X	X			X								
Provide orientation for parents/ caregivers, kick off project/ begin filming			X				X							
Meet with students and parents/ caregivers weekly to work on Voices of Our Community			X	X			X	X	X					
Hold family presentations, survey families before and after each event					X				X					
Work with video team to record presentations	X	X	X	X	X	X	X	X	X	X				
Work with video team to produce final videos of family performances					X					X				
Prepare mid-year report						X	X							
Kick off second round of project, recruit and provide orientation to parents/caregiver							X							
Meet with students and parents/ caregivers weekly to work on project							X	X	X					
Hold family presentations, survey families before and after each event										X				
Hold end of of year celebration of heritage and diversity including families' videos											X	X		
ID potential partners for sustainability beyond grant yr. & meet/guests @ events			X		X				X		X			
Prepare final report											X	X	X	

ELEMENT6: BUDGET

The budget should clearly identify the amounts requested and from what sources.

Budget Category	LSTA	Cash Match & In-Kind	Total
Salaries/Wages/Benefits			
Project Coordinator (1), .12 FTE or 12% (256 hrs. @ 47.60)	\$12,186	\$0	\$12,186
Bilingual Instructors (2), .02 FTE or 2.25% (48 hrs. @ ave. \$23.45)	\$418	\$2,924	\$3,342
Coordinator, Adult Programs & Volunteers (1), .04 FTE (80 hrs. @ 48.79)	\$0	\$3,903	\$3,903
Manager (1), .02 FTE or 2.8% (60 hrs. @ 71.26)	\$0	\$4,275	\$4,275
Library Video Team (2), .07 FTE or 6.7% (140 hrs. @ ave. of \$31.77)	\$4,446	\$0	\$4,446
			\$0
			\$0
			\$0
Subtotal	\$17,050	\$11,102	\$28,152
<p>Description: The Project Coordinator will participate in the Opera Guild training sessions. She will provide community outreach recruiting families for the project. The coordinator will develop assessment tools for reporting. She will schedule and publicize trainings, orientations, workshops and presentations. The coordinator will schedule staff and volunteers to rotate leading workshops. She will collect training, outreach materials, and videos into a program binder that will serve to provide details of the project.</p> <p>The Bilingual Instructors will attend the Opera Guilding trainings. They will support and guide families in developing their cultural heritage scripts during workshops. The instructors will support families in creating all aspects of their presentations, including journals and props.</p> <p>The Coordinator of Adult Programs and Volunteers will recruit and oversee onboarding of volunteers.</p> <p>The Manager will supervise the overall project including the budget, contract and reporting.</p> <p>The Video Team will assist families in capturing their creative process while developing their cultural scripts. They will also film each family's finished presentation. Participants will receive copies to share with their extended family. The video team will edit and create a video production that will serve to train others in the projects's methods.</p>			
Consultant Fees			
Teaching Artist/ trainer from SF Opera Guild	\$7,000	\$0	\$7,000
Language Arts curriculum review with Reading Partners	\$1,000	\$0	\$1,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$8,000	\$0	\$8,000

Description: Teaching Artist/ trainer from SF Opera Guild - This will include meeting twice per week for 10 weeks for the family workshops and includes prep time of half an hour for a total of 40 hours. It will also include 2 - 3 performances for approximately 8 hours, and one initial training and a reflection session with staff for an estimated 7 hours total). Total is 55 hours which works calculates out at \$127/hr.

Language Arts curriculum review with Reading Partners at \$1,000.

Budget Category	LSTA	Cash Match & In-Kind	Total
Travel			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0
Description:			
Supplies/Materials			
Books/ Parent Materials	\$1,500	\$0	\$1,500
Supplies for Family Presentations	\$1,750	\$0	\$1,750
Workshop Supplies	\$375	\$0	\$375
Meal for staff training by SF Opera Guild	\$75	\$0	\$75
Recording Supplies	\$250	\$0	\$250
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0

	\$0	\$0	\$0
Subtotal	\$3,950	\$0	\$3,950
Description: Books/ Parent Materials (1 - 2 books per family to support area of skill development. Estimated number of families is 50 with at least one parent/ caregiver each at \$30 per family). Supplies for Family Presentations (Props/materials and journals at \$35/ family). Workshop Supplies (paper pads, paper reams/ toner, pencils, etc.) Meal is for initial training from SF Opera Guild to 5 staff and 2 volunteers @10.70 per person. Recording Supplies are USB Flashdrives for family presentations.			
Budget Category	LSTA	Cash Match & In-Kind	Total
Equipment (\$5,000 or more per unit)			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0
Description:			
Services			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0
Description:			

Project Total	\$29,000	\$11,102	\$40,102
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Indirect Cost Rate Applied 10.0 % Indirect Cost	\$0	\$2,900	\$2,900
Check one: <input type="checkbox"/> No Indirect <input type="checkbox"/> Federally negotiated indirect cost rate * <input type="checkbox"/> Indirect proposed cost rate * * please attach supporting documentation if required			
Description:			
Grand Total	\$29,000	\$14,002	\$43,002

ELEMENT 7: ATTACHMENTS

If you have additional resources that support your grant, please attach after this page

ELEMENT 8: INTERNET CERTIFICATION

Check the Appropriate Library Type

☒ **Public Library** ☐ **Academic** ☐ **K-12** ☐ **Multi-Type** ☐ **Special/Other**

As the duly authorized representative of the applicant public library, public elementary school library or public secondary school library applying for LSTA funding, I hereby certify that the library is *(check only one of the following boxes)*

A. ☐ **An individual applicant that is CIPA compliant.**

The applicant library, as a public library, a public elementary school library or public secondary school library, has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.

B. ☐ **Representing a group of applicants. Those applicants that are subject to CIPA requirements have certified they are CIPA compliant.**

All public libraries, public elementary school libraries, and public secondary school libraries, participating in the application have complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. The library submitting this application has collected Internet Safety Certifications from all other applicants who are subject to CIPA requirements. The library will keep these certifications on file with other application materials, and if awarded funds, with other project records.

C. ☒ **Not Subject to CIPA Requirements.**

The CIPA requirements do not apply because no funds made available under this LSTA grant program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

SIGNATURE

I have read and support this LSTA Grant Application.

Library/Organization

Project Name

Library Director Name

Title

Library Director Signature

Date

file:mcp/lsta/announceapps&instruct/1718



SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT

Shawnterra Moore, Ed.D.

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Daina R. Lujan

Patricia A. Murray

Linda Stewart
Project Advisor, Pacific Library Partnership
2471 Flores Street
San Mateo, CA 94403

May 25, 2017

Dear Ms. Stewart,

I am pleased to provide this letter of support for the South San Francisco Public Library's LSTA proposed community connections and literacy grant, *Voices of Our Community*. The program will be implemented following the Community Learning Center (CLC) afterschool program which enrolls students from three of our Title I elementary schools in the South San Francisco Unified School District. Over 90% of the families whose children attend CLC are English Learners.

The library's *Voices of Our Community* program supports our mutual goal of all children reading at grade level by 3rd grade. In my job as Curriculum and Instruction Specialist, one of my primary jobs is to support our system and community colleagues in achieving this goal. The program also aligns with our commitment to support families through engagement and connection to the larger community. We are very thankful for the vision and commitment to serve our students together.

As community supporters in this project we agree to:

- Promote the program through distribution of flyers or by inviting CLC to make a presentation to parent/ family groups.
- Identify families for referral.
- Elicit support from teachers and principals.

We are grateful for your past support of the children in our school district. We are proud of our collective efforts to advance literacy and community and are excited about further progress. We look forward to lasting success. Thank you so much for considering this project and for all you do to promote literacy and community involvement in the Bay Area.

Sincerely

Cregg Ramich
Curriculum and Instruction Specialist
South San Francisco Unified School District
cramich@ssfusd.org
(650) 827-8498

Linda Stewart
Project Advisor, Pacific Library Partnership
2471 Flores Street
San Mateo, CA 94403

May 25, 2017

Dear Ms. Stewart,

I am pleased to provide this letter of support for the South San Francisco Public Library's LSTA proposed community connections and literacy grant, *Voices of Our Community*. The program will be implemented at the Community Learning Center (CLC) which has been a pillar of support in the South San Francisco community for nearly twenty years. Serving a primarily immigrant population, the CLC has a history of providing a safe and supportive space for civic engagement, content knowledge, and responsive community gatherings.

The CLC's *Voices of Our Community* program supports our mutual goal of providing educational and cultural venues, strengthening family values, as well as serving as a voice for immigrant families in our community. The program also aligns with our commitment to support the development of enriching opportunities for our youth, as they pursue higher academic goals.

As community supporters in this project we agree to:

- Promote the program through distribution of flyers.
- Participate in family presentation events.
- Referral of volunteers.

We are proud of our collective efforts to promote community involvement and are excited about further progress. We look forward to lasting success. Please don't hesitate to contact me with any questions at (650) 333-7522.

Sincerely

A handwritten signature in black ink, appearing to read 'Pablo Gonzalez', with a long horizontal line extending to the right.

Pablo Gonzalez
Founder Member of the Herman@s Program
Connection to College

May 25, 2017

To Whom It May Concern:

This is a letter in support of the South San Francisco Library's project, Voices of Our Community.

I am currently a volunteer at the South San Francisco Community Learning Center (CLC). I've been volunteering since August 2015, when I started training for the SIPP's phonics based reading program through the CLC's Reading Circles group. After the training, we worked with small groups of struggling readers, who showed improvement by the end of the school year.

In the 2016/17 school year, I worked with 3rd grade students in the classroom during homework time, coaching reading strategies for math word problems and for independent reading, and writing strategies such as, discussing first and then writing. I also emphasized reading with expression and using voices of the characters.

During the summer session of 2016, I started Reader's Theater as a classroom project. Groups of students were assigned parts and had to read the whole play and then had to study their own parts. Students were encouraged to "ham it up" and to get really expressive with the dialogue. They had to reread and practice. We then moved to creating simple costumes and props. We had a few dress rehearsals and then did a "real" performance. It was great to see the enthusiasm and excitement. To this day, students still mention reader's theater to me!

During the 2016/17 school year, we repeated reader's theater in a 3rd grade class. It was a simpler version, but still engaged the

students and got them excited about reading. It also made them dig deeper into their character and to think more about what they were reading.

I'm a recently retired San Francisco Unified School District teacher. I had a similar experience with Reader's Theater when I was a 2nd grade teacher. My school participated in the San Francisco Opera ARIA program that brought opera professionals into the classroom for weekly lessons on opera. We actually created mini-operas: writing the libretto, composing songs, creating sets, costumes and props, and practice, practice, practice! We had parents that volunteered to help with the production, and they enjoyed working with their children and other students.

Reader's Theater brings reading alive for students. Improved comprehension levels and excitement about reading is the end result. It also improves collaboration skills and creativity.

I'm excited that the Voices of Our Community project will be coming to the CLC. I hope to participate in the project and am willing to serve as a mentor to staff and parents, even after the funding is complete. It's my pleasure to support this valuable project.

Sincerely,

Karen Kimura
klkimura@hotmail.com