

**LOS ANGELES PUBLIC LIBRARY
CHILDREN'S SERVICES**

GRANDPARENTS AND BOOKS
Trainer's Manual

by

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INTRODUCTION

In 1987, Children's Services of the Los Angeles Public Library (LAPL) saw two great needs:

The need of Los Angeles' elderly population, nearly one-third of whom live alone, to find meaningful contact with others, and the need to promote the love of reading to over 200,000 Los Angeles children who have no one to care for them after school and who have among the lowest reading scores in California.

By bringing the two groups together and training older adults to read to the children, two positive results were expected. Reading skills would be bolstered and intergenerational understanding and appreciation could be enhanced.

We felt that Grandparents and Books (GAB) would complement other literacy programs aimed at sharing stories and reading with children.

In 1988, LAPL was awarded a Library Services and Construction Act (LSCA) grant through the California State Library to set up a pilot program in three libraries whose service populations reflected the ethnic diversity of Los Angeles.

A total of 46 volunteer Library Grandparents were recruited and trained. Between January 1989 and December 1989, they read 1,966 hours to over 7,061 children.

In 1989-91, second and third year LSCA funding was awarded because of the overall success of the Grandparents and Books pilot project. GAB is now in almost every LAPL branch and the Central Library, with approximately 500 volunteers who have read to more than 200,000 children as of June 1996. Recognized as a worthwhile program that addresses at-risk children, the California State Library and Children's Services of LAPL trained 136 libraries between 1991-1994, and is continuing to train more libraries in the state. In 1995, LAPL trained another 70 libraries from around the nation at the American Library Association's Intergenerational Preconference. GAB has been featured in newspapers, on various televised news programs, and the nationally syndicated television talk show *Homeshow*. The Los Angeles Unified School District has included GAB in its in-service training for teachers. GAB Grandparents were guest readers at Los Angeles Mayor Riordan's official residence open house. Mayor Riordan is an honorary Grandparent who has read to children at special library events.

GAB successfully brings children and older adults together from diverse cultural, ethnic and socioeconomic backgrounds to share in the love of reading. The Library Grandparents personalize the library and connect it with the community. Library Grandparents serve as positive role models for the children. GAB is a program that emphasizes the pleasure of reading; it is not a tutorial program. We believe that when children truly enjoy an activity such as reading or listening to stories, the learning aspects naturally come into play.

This Trainer's Manual is a product of seven years spent in developing and refining the program. We hope it will be helpful in establishing a Grandparents and Books reading program in your library.

SUMMARY

WHO: This program uses existing staff and any number of interested volunteers, drawing from the local older adult population. It has been successful in small, medium and large libraries.

WHAT: A method of service enhancement in which older adult volunteers are trained to read to children and to listen to children reading aloud.

WHY: Provide better service to children.

Offer a multilingual, literature-rich program which recognizes non-English-language proficiency among older community members and children.

Provide meaningful volunteer opportunities.

Develop reading motivation materials for the library.

Provide an ongoing, literature-rich after-school activity.

Attract community support and involvement.

Offer literacy enrichment.

Promote inter-agency cooperation (Senior Centers, Department of Aging, Retired Senior Volunteer Program [RSVP/ACTION], etc.)

HOW: Older adults are recruited locally, trained to read to children, motivated to remain in the program through informal bi-annual meetings, and formally recognized for their contribution. Minimal funding for supplies and graphics.

WHERE: The local library - children's area.

WHEN: Recruitment: 2 months

Training: 3 sessions (total: 6 to 9 hours)
Bi-annual follow-up meetings
Annual Advanced Training

BUDGET

GAB is a program that lends itself to all sizes of libraries and types of funding. What you need depends on whether your library and community are small, medium, or large.

Listed are questions to ask when considering an intergenerational program:

1. Level and length of commitment. Is this to be a one-time only project or a permanent part of your service? This will effect what type of funding you seek: a one-time sum; permanent funding supported by library administration; or setting up a system for ongoing fundraising.
2. How large is your library? How many volunteers will you need to maintain your program? How many volunteers can your staff realistically handle in regard to training, supervising, and costs?
3. What kind of funding will you need to support your program? Can you run the program on existing in-house budget or will you need to seek outside funding?
4. What system is already in place to do fundraising or accept donations (city, county and/or state)?
5. How will you publicize your program? What costs are involved?

A GAB PROGRAM USING MINIMAL COSTS

- uses existing staff
- in-house photocopying for flyers, training handouts
- identification buttons
- multiple copies of books for children's collection
- refreshments for training and recognition party
- fingerprinting and/or background check if required

ENHANCED PROGRAM

- half to full-time GAB coordinator
- full-time clerk typist
- half-time Children's Librarian in addition to current staff

Specific budget for:

- photocopying
- graphic artist to develop flyers, brochures, bookmarks, posters
- purchasing realia, puppets, flannel board materials, storytelling materials
- volunteer incentives and incentives to attract children
- GAB identification apparel such as storytelling aprons, hats
- honoraria for guest trainers and speakers
- advanced training/luncheon
- camera and film for photo displays
- public service announcement for television and radio

PUBLICITY AND RECRUITMENT

CONTENT

2.1	INDIVIDUAL OLDER ADULT VOLUNTEER
2.2	COMMUNITY GROUPS
2.3	CHILDREN AND PARENTS
2.4	TIMETABLE

2.1

THE INDIVIDUAL OLDER ADULT VOLUNTEER

Initiate older adult volunteer recruitment through:

Brochures - Provide a tear-off questionnaire with the library's address for volunteers to fill out and mail in. Information should give a clear description of your program, who you are targeting, and what is required of the volunteer. The brochure should be general enough to be used for many years. Distribute at community and older adult fairs, expo's, etc. (page 8).

Displays - Post brochures and booklists in the library and on other community bulletin boards. Photograph volunteers to create an attractive display highlighting the GAB program.

Flyers - Distribute in the library, at older adult agencies and other community organizations. If training will be offered in a language other than English, publicize in that language (identify and utilize staff with proficiency in languages spoken in your community). Flyers are more effective when they include dates of the training workshops, as a reminder of when to attend (page 9).

Home Pages (Internet) - Create a link from library Home Page that describes the program, volunteer qualifications, training workshop dates, information for pre-registration, e-mail address, and telephone number. (LAPL's home page: <http://www.lapl.org/>)

Library Grandparents - Encourage enthusiastic, committed volunteers to recruit for GAB at their local clubs, temples, churches, and social groups. Word of mouth has proven to be effective, with volunteers recruiting their own friends and family.

Press Releases - Notify local or community newspapers, senior magazines, newsletters, church newsletters, men's and women's club publications, etc. Ask newspapers to do a special feature article (page 10).

Public Service Announcements (PSA's) - Identify local television and radio stations (including cable, non-English language stations, city school district and college stations) who might air a ten to thirty second spot. Journalism and film students may be willing to do a PSA video for college credits or at cost (page 11).

2.2

COMMUNITY GROUPS

Identify, cultivate and network with local agencies for volunteers.

- Senior Centers affiliated with Department of Recreation and Parks.
- City Department of Aging--Multipurpose Centers, Nutrition Sites.
- Agencies such as RSVP/ACTION, National Council on the Aging, city or county Volunteer Center (These often prefer a job description form; see page 7).
- Police and Fire Departments will sometimes offer active or retired officers as volunteers for community service outreach.
- Library Friends Group (see page 19 for working with Friends of the Library) churches, temples, local clubs such as Altrusa, etc.

These community groups can schedule you to speak with groups of potential recruits, distribute flyers, provide transportation for volunteers, or donate money. Also inquire as to whether they are aware of any other organizations you should contact.

Ask the director or person in charge if there is a leader of any of these groups with whom you may speak. Often the leader of the senior group can identify specific individuals who would make good volunteers.

Other community venues for recruitment include the Senior Fair, Health Fair and other community events.

Once you have identified community groups and contacted them to schedule a speaking engagement,

Request:

- a quiet area or separate room
- a microphone (especially for large groups and hearing-impaired older adults)
- a time slot just before or after older adults eat at a nutrition site
- an estimated size of audience in order to bring enough handouts
- whether or not the older adults you will be addressing are mobile or in wheelchairs and alert

Take with you:

- prepared recruitment speech (page 12)
- registration sheet to sign up volunteers on the spot (page 15)
- brochures/flyers about the program with workshop dates
- materials such as the "How and Why" brochure, library bookmarks, booklists, and library directory/map

Pointers:

- Refer to volunteers as Older Adults rather than Senior Citizens--some are **not** U.S. citizens.
- Recruitment is very much like classroom visits: success varies according to noise level, time allotted, and audience. Recruiting is both challenging and rewarding, with benefits not always immediately visible--but your efforts pay off richly, as new volunteers sign up.
- Make a point of staying afterwards to talk, eat refreshments and socialize--this is important!
- Be prepared to repeat information (most common misunderstanding is the belief that one must be an *actual* grandparent to qualify as a Library Grandparent in the program).

- Remember to involve library staff in recruitment. They may know interested individuals or belong to organizations that can help. Well-informed staff will provide correct information in response to inquiries.

2.3

CHILDREN AND PARENTS

Recruit children after you have scheduled volunteers.

- Send a letter announcing the program to local principals, teachers, and the PTA (page 16).
- Announce the program to children at school visits.
- Send press releases to local papers (page 17).
- Distribute descriptive flyers or bookmarks for parents and children listing times and dates that the Grandparents read (page 14)
- Display on bulletin board a "Library Grandparents" reading poster or a photo display of each Grandparent.
- Provide each volunteer with a "Library Grandparent Volunteer" ID badge, button, apron, hat, or t-shirt so children and parents may easily identify them.

VOLUNTEER POSITION DESCRIPTION

**VOLUNTEER POSITION DESCRIPTION FOR
GRANDPARENTS AND BOOKS (GAB)**

Position: Library Grandparent

Purpose: Through reading aloud to children, volunteers become a role model and foster a lifelong interest in reading and learning. To promote intergenerational and cultural understanding through the shared experience of books.

Training: Attend three Grandparents and Books workshops (a total of seven hours) on how to read aloud, techniques on sharing books with children and other fun book-related activities.

Place of Work: Any designated Grandparents and Books library.

Hours: Library Grandparents usually read to children during after school hours (2:00 p.m. to 5:30 p.m., Monday through Friday) and Saturdays. Library Grandparents may read other hours, depending upon each library's need. Library Grandparents are asked to read a minimum of one day a week for approximately 2-3 hours.

Duration of Service: Minimum of 6 months.

Duties: After attending three training workshops, volunteers are expected to:

1. Be punctual and regular in attendance; sign-in upon arrival. Notify the Children's or Branch Librarian as far in advance as possible if they are unable to attend at their scheduled time. The library staff and the children are depending upon them.
2. Be prepared by having books and materials ready to read and share with the children.
3. Be willing to listen to children read aloud and share books and stories.
4. Participate in the free book giveaway for children by completing necessary forms.
5. Be willing to greet and introduce themselves to children and their families.

Volunteer Qualifications: Should be an older adult (approximately 50 years and older), who likes children of diversity and would enjoy reading aloud and sharing books with them. Should also be patient, friendly, dependable and prompt. Bilingual skills and experience are helpful, but not necessary.

MAKE A DIFFERENCE BROCHURE

GAB FLYER INSERT

PUBLIC SERVICE ANNOUNCEMENT

LOS ANGELES PUBLIC LIBRARY
Public Service Spot

SUBJECT: GRANDPARENTS AND BOOKS

START: IMMEDIATELY

STOP: JUNE 1, 1990

TIME: 30 SECONDS

Older adult volunteers are needed for the Grandparents and Books program of the Los Angeles Public Library. Volunteers are needed two to ten hours a week to read, tell stories and share books with children in the library. In addition, volunteers work with puppets and flannel figures, assist with children's programs, and listen to children read. Training workshops are currently underway and will continue through June. For more information please call Grandparents and Books at (213) 612-0509.

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RECRUITMENT SPEECH

Good afternoon (morning)

My name is _____ and I'm from the (*Public Library*). I'm here to share a special program with you called **GRANDPARENTS AND BOOKS** in which older adults, like yourself, can volunteer to read stories to children in the library.

Before I tell you more about this very special program that you can participate in, I'd like to read a few statistics.

1 out of 20 children today are able to see their grandparents on a regular basis.

7 out of 10 grandparents live at least 1 to 2 hours from their grandchild.

The average median reading score in the United State is 50. The average median reading score in Los Angeles is 37--13 points below the national average.

Los Angeles schools are overcrowded, with very little time for teachers to give individualized care, and over 81 languages are spoken by the children. [*Use local statistics and circumstances as applicable.*]

In more than half of all families, both parents work.

According to a 1987 Los Angeles City Council report, over 200,000 children who need child-care are not getting it after school. [*Use current statistics for your region.*]

Many of these children are either in the streets or in the public libraries and are known as latchkey children. I'm sure you're all familiar with the term - the kids who wear house keys on a string around their neck. These are the children of parents who are not home during the day.

Many have never known their grandparents or been read to by anyone.

This is where you can come in and make a difference in a child's life, by being that supportive adult who takes the time to read and listen to them.

You don't have to be an actual grandparent to volunteer; you just have to like kids, like to read and want to have fun. You'll become what we call a Library Grandparent."

Rather than a tutoring program, **GRANDPARENTS AND BOOKS** is a program that introduces the child to the pleasures of reading. And with pleasure comes the power of reading.

I'm passing to each of you a brochure: Sharing Books with Children: How and Why." This brochure will be used as the basis for our training workshops.

The library will train you on how to choose and read books to children. We have all kinds for all ages: Big Books, Large type story books and even books designed like a game.

If any of you like crafts, we will teach you how to make and tell stories using flannel boards [*demonstrate*].

Or how to use puppets and books [*demonstrate*].

But if you just like reading, that's all you really need to do.

I'm going to pass around a sign-up sheet. If you're interested in learning more, please print your name and phone number.

We ask that you attend 3 training workshops. If you have transportation problems, please write "need a ride" and we will try to help.

Once trained, we ask that you volunteer as little as 2 hours a week for 6 months.

GRANDPARENTS AND BOOKS is a fun program in which you can share the love of reading with a child in a very fun way and where you can make a difference in a child's life.

As Mother Teresa said, "We can do no great things, only small things with great love."

Are there any questions? I will stay after if anyone would like to talk to me further.

Thank you!

Statistics from *The Grandparents' Catalog*, Doubleday, 1986.

GAB I and GAB II State Proposal Application Reports, 1988-89.

**GRANDPARENTS HOURS
BOOKMARK**

DATE:

GRANDPARENTS AND BOOKS

Recruitment Sheet

NAME	() PHONE	ADDRESS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

19.		
20.		

LETTER TO PRINCIPAL, TEACHER AND PTA

GRANDPARENTS AND BOOKS
(Use city letterhead)

(date)

Dear (*name of principal*)

We are happy to announce that the GRANDPARENTS AND BOOKS program is now being offered at the (*name*) Branch of the Los Angeles Public Library, (*address*). It is a state-funded program where older adult volunteers from the community are trained to read and tell stories to children in the library. These volunteers become the "Library Grandparents" to many children who use the library individually or with visiting classes.

This intergenerational program promotes the love of reading. Many more children will benefit from it if you feature it in your PTA Newsletter and Teachers' Bulletin.

Please let your teachers know that their class visits to the library can include a story with a "Library Grandparent." They should call (*name*) at (*phone*) in advance.

I am enclosing a flyer, booklist and brochure that further explain the program. Please feel free to call me at the above number if you have any questions.

Sincerely,

Children's Librarian

Enclosure

ANNOUNCEMENT OF GAB LIBRARY PROGRAM

FOR IMMEDIATE RELEASE

Los Angeles Public Library
Children's Services

CONTACT: *(your name)*
 (phone/fax/e-mail)

GRANDPARENTS AND BOOKS PROGRAM

NOW AVAILABLE AT *(NAME)* BRANCH

Grandparents and Books, a new program in which older adult volunteers from the community are trained to read stories to children in the library, is now available at *(name)* Branch of the Los Angeles Public Library.

In addition to learning how to read and present stories to children, the volunteers are instructed in the use of puppets and flannel figures.

The "Library Grandparents" are identified by their Grandparents and Books buttons.

Children of all ages are welcome to come and hear a "Library Grandparent" read to them while they are visiting the library.

Registration is not required. For Grandparents' schedules, please call *(name)*, Children's Librarian, at *(phone)*.

Grandparents and Books is funded by the California State Library under the Library Services and Construction Act.

The *(name)* Branch is located at *(address)*, in the *(number)* Council District, represented by Council*(man/woman)* *(name)*.

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TIMETABLE

Month(s) 1 and 2

- Prepare, print and distribute Recruitment flyers in the library and in older adult agencies.
- Send Recruitment press releases to local newspapers and senior magazines.
- Send Recruitment PSA to local television and radio stations.
- Identify and contact community groups, city organizations who can aid in recruitment and donations.
- Schedule speaking engagements.
- Hold a staff orientation on GAB.
- Prepare materials for Training Workshops.

Month 3

- Conduct the 3-part Training Workshops.
- Schedule volunteers.
- Send GAB press release announcing launching of GAB.
- Send letters announcing GAB program to principals and the PTA's.
- Talk about "Library Grandparents" at school visits and to incoming classes.
- Schedule "Library Grandparents" meetings.

Month 4+

- Plan and hold a Recognition Party.

ORIENTATION AND TRAINING

CONTENT

- 3.1 ORIENTING STAFF TO GAB
- 3.2 FRIENDS OF THE LIBRARY
- 3.3 TRAINING OF VOLUNTEERS

3.1**STAFF ORIENTATION**

The following checklist will prepare staff and engender their support, which is vital to the success of the program.

- At a staff meeting before the program is publicized, explain what the GAB program is and why these volunteers are important.
- Discuss scheduling and volunteer "Guidelines" (Refer to page 46)
- Identify the staff member(s) with whom volunteers will be working.
- Point out the benefits of a positive attitude on the part of the staff and your expectations as to their role--from friendly greeters to recruiters of volunteers.
- Encourage staff to discuss problems or concerns with volunteers' supervisor.
- Discuss the extent of volunteer privileges in staff area, e.g., use of refrigerator; parking; staff book loans; area/desk/shelf for volunteer use.
- Emphasize that Grandparents are valued and that they are to be considered part of the staff.

3.2**FRIENDS OF THE LIBRARY**

Giovanna Mannino, Children's Librarian at LAPL's San Pedro Regional Branch Library has cultivated an exemplary relationship with her Friends Group, which has helped support her successful GAB program since 1989. She writes, *If your library has an active Friends group, they can be an excellent source of additional funding, as well as a source from which to recruit volunteers. Therefore it is essential to develop a good rapport with the Friends, particularly the board of directors.*

The following are a few suggestions on how to cultivate and get the most from your Friends based on Giovanna Mannino and other librarians:

1. Make the Friends aware of who you are and attend their meetings whenever possible.

2. Keep them informed of your GAB activities, supplying them with written reports and photos. Invite Library Grandparents to speak about their experience with GAB.
3. Be specific about your needs for the program. (Examples of what they can help support include funds for multiple read-aloud books for your book collection, puppets, realia, craft materials, gift books for children, honoraria for guest lecturers at trainings, and refreshments for GAB meetings/trainings.)
4. Be prepared with a brief proposal, costs, GAB statistics and how the funds will affect the success of the program.
5. Follow-up with a thank-you letter and photos. Seeing their funds at work will make a favorable impression and influence future funding.
6. Publicize the GAB program and upcoming trainings in the Friends newsletter or at their fundraising events.
7. Ask them to spread the word to acquaintances who may be potential volunteers or donors.

3.3

TRAINING OF VOLUNTEERS

Purpose:

- To assure high quality in the way children are read to by modeling specific techniques and approaches, and by providing written guidelines.
- To communicate the philosophy of GAB as a program that introduces the pleasures of reading (as opposed to tutoring).
- To introduce the variety of books and techniques that can be used in reading to children.
- To observe and guide volunteers on how to be better readers and listeners; to provide opportunity for practice and a comfort level with the material.
- To serve as a screening process for potential problem volunteers. Please see page 61 regarding fingerprinting.
- To prepare volunteers for the variety of children's reactions and some behavioral aspects associated with developmental stages of childhood.

3.4

SETTING UP THE TRAINING WORKSHOPS

- Plan on three small-group training sessions of 2 to 3 hours each, for all volunteers. No exceptions should be made, even for former teachers or librarians, as the training establishes expectations, defines the program's goals, and fosters bonds among volunteers and staff.
- Call or send postcards to volunteers a week in advance as a reminder.
- Provide agendas (see pages 24, 33, 45).
- Train when library is closed or in a separate room away from distractions.
- Work at a large table to enhance the camaraderie of the group and provide a surface for flannel board/puppet making.
- Vary materials presented (e.g., books, puppets, flannel board) and build in audience participation to maintain interest level.
- Be aware that older adults may have visual, hearing, or physical restrictions. Try to provide large print handouts and handicapped access.
- Provide Volunteer Registration Forms for recruits who may not have been previously interviewed (page 22).
- Offer refreshments and breaks. Socializing is important in making people feel comfortable and welcomed.

Grandparents & Books: read to and share literature with children. (6 month commitment)

Homework Center Volunteer: assist students with homework assignments. (6 month commitment)

LARP/ESL: Tutor-an adult in basic literacy or English as a Second Language. (6 month commitment)

In - House: perform requested tasks within agency, mostly clerical.

Other: _____

Volunteer Supervisor: _____

(Certain volunteer positions require applicants to undergo a complete background review, including a review of any criminal convictions. Applicants applying for specific positions will be fingerprinted and processed through State agencies for this purpose. Disqualification may result from factors considered in this review. **NOTE: This information will be kept confidential).**

Statistical Information (information required for the City of Los Angeles, Office of the Mayor, Volunteer bureau).

Age Groups: ____ 0-12 ____ 13-18 ____ 19-54 ____ 55-64 ____ 65+

Sex: MALE FEMALE

Ethnic Group: African-American Hispanic Asian
Caucasian Native American Other

Branch/Department: _____
volapp.doc

GRANDPARENTS AND BOOKS

Older Adult Workshop One

Agenda

9:30 **Introductions: Librarians, Clerical Staff, and Volunteers with a brief overview of your library system and your GAB Program**

Ask volunteers how they heard about GAB and what they expect from it. Clarify its purpose, direction and requirements. This is the weeding-out step that allows volunteers who are not committed or who have expectations of a different kind to leave the program.

9:50 **Brochure: Sharing Books with Children**

"Why Read to Children?"

This brochure is the backbone of the GAB training. It lists the concepts and approaches we want the volunteers to embrace.

10:20 **Break**

10:30 **How to Read to Children**

Attached is an example of how to present it (pages 25-28).

11:00 **Flannel Board Storytelling**

Why flannel board stories?

- Easily learned technique that adds variety to the reading sessions.
- Lends itself to reading to large groups of children as well as one-on-one.
- Encourages participation and interaction between volunteer and child.
- Is very visual and will attract reluctant or shy children.
- Is a good ice-breaker in the training workshop that brings the volunteers together.

Demonstration and Making of Flannel Figures

Use Judy Sierra's Flannel Board Storytelling Book, (Wilson, 1987) in teaching this technique because of its easy-to-follow instructions for making flannel figures and its simple-to-learn stories. One or two stories should be demonstrated as time allows.

11:45 **Group Project: Making Flannel Figures**

Volunteers trace figures onto white pellon (medium weight interfacing) and color with felt pens or crayons. This provides the library with a new collection of flannel stories (see page 32 for Flannel Story Pointers).

12:15 **Assignments and Library Cards**

Give assignments to practice reading stories or demonstrating flannel board storytelling. Provide each Grandparent with a complete copy of the story and pattern demonstrated at the training to take home for the next session. (This allows the Librarian to see where the volunteers need guidance and gives volunteers practice in preparing and reading before they read to children). Also remind volunteers to bring ID if they are to be fingerprinted at second workshop.

WHY READ TO CHILDREN?

The trainer should cover each of the following points, showing children's books as examples.

Reading aloud to children helps them to

...LEARN TO READ -After many readings of *Goodnight Moon* by Margaret Wise Brown to my 4-year-old prereader, one day she recited the story verbatim to me, turning the pages at the appropriate moments. She was associating the spoken words with the printed page, one of the first steps in learning to read. She began to recognize certain words, such as "goodnight." This is known as sight reading. Children who learn through sight reading will also love Tana Hoban's *I Read Signs*.

...ACQUIRE LANGUAGE SKILLS AND VOCABULARY - By being read to children learn sentence structure and grammatical usage; they hear new words or familiar words used differently. In *The Amazing Bone*, William Steig uses a rich vocabulary in ways that children can understand and that appeal to their love of play.

...DEVELOP THEIR IMAGINATIONS - Where television watching is a passive activity, books engage the imagination fully. *Cloudy with a Chance of Meatballs* by Judi Barrett serves up generous portions of nonsense, involving listeners through humor and whimsy, inducing us to stretch our imaginations.

...DISCOVER AND LEARN ABOUT THE WORLD - Books introduce new situations and experiences that children might not otherwise encounter; books also put disturbing or sensitive situations into a context children can understand. *Knots on a Counting Rope* by Bill Martin Jr. is a story about what it's like to be an American Indian child who is also blind. In *Smoky Night* by Eve Bunting, frightening urban riots result in a child's deeper understanding of his neighbors.

...REALIZE THAT READING IS FUN AND ENTERTAINING - For many children, the only experience of books is through school textbooks, and may thus be seen as unrewarding and dull. "Library Grandparents" can introduce children to a wide variety of books, e.g., pop-ups or lift the flap books such as *Where's Spot?* by Eric Hill. Demonstrate that reading can be playful, exciting and interactive.

...FEEL CLOSER TO THE READER - Most of us have a strong positive memory of the teacher or parent who read aloud to us. The trainer can share her personal experiences in being read to, and solicit similar responses from the audience.

...UNDERSTAND MORAL CONCEPTS - Children can be instructed to be kind and loving and they may hear it with their minds. But a story about kindness and love lets them feel it--more lastingly and powerfully--with their hearts. The power of moral concepts in stories is proven by the lifetime impact of folktales such as *Cinderella*, *Mufaro's Beautiful Daughters* and *Little Red Riding Hood*.

...ACHIEVE MORE SUCCESS IN SCHOOL - Statistics show that children who like reading succeed and children who like reading have usually been read aloud to by an adult.

...ESTABLISH A PATTERN FOR LIFELONG READING - Documentation in Jim Trelease's *Read-Aloud Handbook* shows that kids who are read to grow up to be readers.

...UNDERSTAND SOME OF THEIR OWN FEELINGS - *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst helps a child to realize we all experience negative as well as positive feelings and that it's okay to do so. *Voyage to the Bunny Planet Series* by Rosemary Wells makes a similar point.

...GRASP DIFFICULT OR NEW CONCEPTS - *Yonder* by Tony Johnston poetically depicts the cycles of life, death, and regeneration in nature.

...REALIZE THAT ADULTS VALUE BOOKS AND READING - The very existence of the GAB program tells them that adults care about reading and that books are valued. The GAB volunteer is a significant role model.

...ENJOY BOOKS TOO DIFFICULT FOR THEM TO READ ON THEIR OWN- Kipling's *Just So Stories* - The beautiful, intricate language in this 80-year old collection would pose a reading hurdle for the average child, but when read aloud the child is free to simply enjoy the cleverness and richness of the stories..

HOW TO READ TO CHILDREN

Trainer covers all the following points, using children's books as examples.

CHOOSE A BOOK THAT IS INTERESTING BOTH TO YOU AND TO YOUR LISTENERS. If you read a book you don't care for, your feelings about it will come across to the child. Select a book you enjoy reading. Try to match age of child with interest level of book. *Winnie-the-Pooh* would be lost on most preschoolers; *Goodnight Moon* is babyish to 2nd graders. *The Read-Aloud Handbook* by Jim Trelease offers excellent age/interest level guidelines.

KNOW THE BOOK: READ IT TO YOURSELF BEFORE YOU READ IT ALOUD. Prereading gives you confidence, and knowing what the book is about helps you with dialogue, intonation, and emphasis. Children will also ask you to read books they selected; do read these, but always have books you like ready to show to them.

CHOOSE BOOKS FOR SMALL CHILDREN THAT FEATURE BRIGHT COLORS, BIG PICTURES, AND A SIMPLE STORY. *The Very Hungry Caterpillar* by Eric Carle, *Chicka Chicka Boom Boom* by Bill Martin, Jr., and books by Lucy Cousins and John Burningham have lasting appeal for preschoolers.

PICK MORE DETAILED OR COMPLEX STORIES FOR OLDER CHILDREN, SUCH AS FOLK AND FAIRY TALES. Older children like the challenge of a longer, more intricate story, such as *Two Ways to Count to Ten* by Ruby Dee. They also like realistic stories that reflect their world: try authors like Patricia Giff, James Howe, and Eve Bunting.

SELECT A WIDE VARIETY OF BOOKS: STORIES, POEMS, RIDDLES, NON-FICTION. Introduce exciting books that stimulate interest in science, math, poetry, history, and other subjects. Try Silverstein's *Where the Sidewalk Ends*, Greenfield's *Honey I Love*, Marzollo's *I Spy* and Patterson's *Koko's Story*.

CREATE A SHARING EXPERIENCE BY ENCOURAGING THE CHILD TO JOIN IN ON KEY WORDS OR REFRAINS. Kids learn how to read through repeating and they love to feel a part of the reading. Try *Pierre* by Maurice Sendak with the children joining in on the refrain.

BE ANIMATED WHEN YOU READ: USE EXPRESSION, LET YOUR VOICE BE THE SOUNDTRACK FOR YOUR STORY. Demonstrate this by reading a story like *The Three Billy Goats Gruff*.

BE A GOOD LISTENER WHEN CHILDREN READ ALOUD TO YOU, BY PAYING ATTENTION TO THE STORY RATHER THAN TO ERRORS; DON'T MAKE READING ALOUD A READING LESSON. Be patient, allow the child to sound out words and gently give the correct word if necessary. Or encourage the child to read along with you so he or she can hear how to pronounce the words. If the child reader is clearly not ready for the book he selected, say: "This doesn't seem like the right book for you. Let's ask the Children's Librarian to help us find a book you'll enjoy reading more." Be sure to always encourage and praise the child for their effort.

MAKE IT AN ENJOYABLE, PLEASURABLE EXPERIENCE! If you want children to read, keep it fun. Don't make it a lesson, don't tutor; that is a sure way to lose them.

In the library, we believe a book stands on its own; it doesn't need elaboration. The author takes great care in selecting each word to get the story across. If a child asks a question, then respond - but don't otherwise "explain" the book.

Show your audience how to hold a book when reading.

Use the books listed here or your own favorites.

Brochure: SHARING BOOKS WITH CHILDREN: How and Why

(May be adapted for your library, with acknowledgment to Los Angeles Public Library)

Brochure: COMPARTIENDO LIBROS CON LOS NIÑOS: Cómo y Por Qué

(May be adapted for your library with acknowledgment to Los Angeles Public Library)

GRANDPARENTS AND BOOKS
Sharing Books with Children
A Companion to the How and Why Brochure

Books Presented

Barrett	CLOUDY WITH A CHANCE OF MEATBALLS
Brown	GOODNIGHT MOON
Bunting	SMOKY NIGHT
Carle	VERY HUNGRY CATERPILLAR
Dee	TWO WAYS TO COUNT TO TEN
Hill	DONDE ESTA SPOT?
Hill	WHERE'S SPOT?
Hoban	I READ SIGNS
Johnston	YONDER
Kipling	ELEPHANT'S CHILD
Martin	CHICKA CHICKA BOOM BOOM
Marzollo	I SPY
Patterson	KOKO'S STORY
Pienkowski	DINNER TIME
Sierra	FLANNEL BOARD STORYTELLING BOOK
Sierra	NURSERY TALES AROUND THE WORLD
Silverstein	WHERE THE SIDEWALK ENDS
Steig	AMAZING BONE
Steptoe	MUFARO'S BEAUTIFUL DAUGHTERS
Griego	TORTILLITAS PARA MAMA
Trelease	READ-ALoud HANDBOOK, 4th ed.
Viorst	ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY
Wells	BUNNY PLANET <i>series</i>

FLANNEL STORY POINTERS

1. If doing the story alone, try to learn it; avoid reading the story. It will flow better and you can have better eye contact with the audience.
2. You do not have to memorize the story. Learn the basic plot and dialogue, and some of the more important descriptive phrases. You may tell the story in your own words.
3. Do not summarize, explain or oversimplify the story.
4. Rehearse several times.
5. Decide in advance where and when to place each figure.
6. Before telling, make sure all flannel figures are accounted for.
7. Have figures in the order they are to appear in the story facing up on your lap or next to you.
8. Make sure the board is positioned so everyone can see it.
9. Stand or sit to one side of the board.
10. Move the figures as seldom as possible on the flannel board.
11. Take your time; don't rush through the telling or reading.
12. Invite the children to participate by retelling the story a second time. Let them put the figures onto the board.
13. If working as a team, one volunteer may read or tell the story while the other places the figure onto the board. Be sure to rehearse together ahead of time.

GRANDPARENTS AND BOOKS

Older Adult Workshop Two

Agenda

9:30 Previous Session's Assignments

Volunteers practice reading aloud. Breaking larger groups into smaller ones makes this more comfortable. Critique from a positive view, supporting and encouraging the volunteer by showing alternative ways to read if warranted. The most common problems involve holding books so illustrations can't be seen by everyone, explaining the text rather than reading it, and substituting simpler words for more "difficult" ones (e.g., cereal for porridge). Often volunteers have not prepared their "assignment" at home. Always have a collection of easy books available for them to use instead.

As to the children reading aloud, we remind volunteers not to make this a reading lesson, to gently correct mistakes, and offer lots of positive reinforcement to the child.

10:00 Realia and Stories

Demonstrate how objects related to books, such as chopsticks (How my Parents Learned to Eat), a hat (Caps for Sale), a carrot seed package (The Carrot Seed), an origami object (The Paper Crane) and story-related figures like Madeline or Spot (Bemelmans and Hill) can peak a child's interest and attention and draw her over to the Library Grandparents' reading table. (See page 35)

10:20 Break

10:35 Selecting Books for Appropriate Age and Audience: Babies, Toddlers, Infants; Grades K-3; Grade 4-6

Volunteers need to become familiar with the range of children's books appropriate for different age levels. Summarize the general characteristics of children from infancy to 6th grade, demonstrating the books for those age groups. Include different types of books or genres such as wordless, concept, board books, nonfiction, participation stories, etc. Use your library's booklists and stress the role of the Children's Librarian for advice and reference. (see page 37)

11:15 Puppets and Books

Discuss and show various types of puppets such as commercially purchased, handmade, and finger puppets. Demonstrate how to hold a puppet as a tool to attract children and show how puppets can enhance stories. (See pages 39-44)

Be sure to stress that volunteers are not required to use puppets, flannel board, or realia when they read to children, that these props are merely one way to enhance the reading. We discovered that some volunteers are not comfortable with these props and may feel intimidated enough to drop out of the program if they believe they must use them. Others have found props to be useful and fun as they blossom into full-fledged storytellers.

11:50 Next Session's Assignment

Volunteers should be prepared to either read a story, present a flannel board story, or practice with a book and puppet.

GRANDPARENTS AND BOOKS

Apron, Realia and Books

xz	Carle	VERY HUNGRY CATERPILLAR (<i>caterpillar toy with book</i>)
x	Friedman	HOW MY PARENTS LEARNED TO EAT (<i>chopsticks</i>)
xz	Iwamatsu	UMBRELLA (<i>rainstick, umbrella, and boots</i>)
x 747 S158	Sakata	ORIGAMI (<i>handmade paper crane</i>)
xz	Slobodkin	CAPS FOR SALE (<i>hat</i>)

SELECTING BOOKS FOR APPROPRIATE AGE AND AUDIENCE

Babies, Toddlers and Preschoolers

xz	Baker	WHO IS THE BEAST (<i>Big Book</i>)
xz	Cousins	TEDDY IN THE HOUSE (<i>Cloth</i>)
xz	Ehlert	COLOR FARM (<i>Concepts</i>)
xz	Hoban	LOOK! LOOK! LOOK! (<i>Wordless</i>)
xz	Johnson	FUZZY AS A KITTEN (<i>Tactile</i>)
xz	Numeroff	IF YOU GIVE A MOUSE A COOKIE (<i>Cumulative Tale</i>)
xz	Oxenbury	SAY GOODNIGHT (<i>Board</i>)
xz	Zelinsky	WHEELS ON THE BUS (<i>Song</i>)

Grades K - 3

xz	Barrett	ANIMALS SHOULD DEFINITELY NOT WEAR CLOTHING (<i>Humor</i>)
x	Cameron	STORIES JULIAN TELLS (<i>Chapter Book</i>)
xz	Cole	MAGIC SCHOOL BUS series (<i>Science</i>)
x745 H474	Helfman	STRINGS ON YOUR FINGERS (<i>Craft</i>)
xz	Lobel	FROG AND TOAD ARE FRIENDS (<i>IR</i>)
S xz	Lobel	SAPO Y SEPO SON AMIGOS (<i>IR</i>)
xz	Marzollo	I SPY (<i>Picture Riddle</i>)
xz	Raschka	YO! YES? (<i>Participation - All Ages</i>)
xz	Shaw	IT LOOKED LIKE SPILT MILK (<i>Picture Riddle</i>)

Grades 4 - 6

x031		GUINNESS BOOK OF WORLD RECORDS (<i>Info Book</i>)
G964		
x92		SPORTS BIOGRAPHIES (Nonfiction)
x398	Schwartz	MORE SCARY STORIES TO TELL IN THE DARK
S3987-3		(<i>Folktales</i>)
x	Scieszka	STINKY CHEESE MAN AND OTHER FAIRLY
		STUPID TALES (<i>Short Stories</i>)
x398	Shannon	STORIES TO SOLVE (<i>Puzzles, Mindteasers</i>)
S5284-1		
x	Soto	BASEBALL IN APRIL (<i>Short Stories-Older Age</i>)

Puppets and Books

xz	Freeman	CORDUROY (<i>Bear toy made into hand puppet</i>) (<i>Spanish also</i>)
xz	Kalan	JUMP FROG JUMP (<i>Purchased frog finger puppet</i>)
xz	Krauss	CARROT SEED (<i>Purchased boy hand puppet</i>)
xz	Langstaff	OVER IN THE MEADOW (<i>Purchased turtle finger and hand puppets</i>)

SAMPLE

GRANDPARENTS AND BOOKS

Selecting Books for Appropriate Age and Audience

BABIES, TODDLERS, PRESCHOOLERS

Characteristics: Short attention span; vision and speech not fully developed; centered in home, family, and self; new to books--even to handling of them.

Choose books with these features:

- colorful
- illustrated with drawings, paintings, or photographs
- board books
- rhythmical or rhymed text
- nonsense and Mother Goose
- concept books (counting, shapes)
- familiar objects (fruits, clothing)
- illustrated songs
- comforting, familiar stories

KINDERGARTEN TO THIRD GRADE

Characteristics: Ability to listen to longer stories; learning to share; developing friendships; learning to read; speaking in sentences; developing a sense of humor; interested in the world outside the immediate family and neighborhood.

Choose books with these subjects or features:

- picture books
- folktales and fairy tales
- I Can Read and other controlled vocabulary series
- interactive
- chapter books
- easy mysteries
- jokes, riddles, word play
- nonfiction (dinosaurs, animals)

FOURTH TO SIXTH GRADE

Characteristics: Listening and problem-solving skills; vision developed; establishing identity; strongly influenced by peers; interested in the real world, social issues; hero worship; interested in time--past, present, future; likes to collect and build; seeks information.

Choose books with these subjects or features:

- biographies
- realistic fiction
- historical fiction
- fantasy and science fiction
- a wide variety of nonfiction
- folktales, fairy tales, and mythology

Remember that certain books span many age levels and can touch the heart or the funny-bone of a second grader as well as a sixth grader. Asking a child what book she really likes will give you a clue as to the type of book to select for reading aloud.

PUPPETS: TECHNIQUES AND SUGGESTIONS

Reading Books With Puppets

By Betsy Brown, Puppeteer Extraordinaire

A simple hand puppet can help attract attention and bring children together around the reader. The puppet can be the same, time after time, book after book. It can be animal or person - an old toy animal turned into a puppet or any character that, perhaps, wears or carries some object or bit of costume that relates to the story. The puppet can help hold the book and turn the pages. It can encourage the younger children to listen quietly and can help hold attention from the usual library distractions.

The puppet can greet the young audience at story-reading time. I have experienced children patting and stroking and even kissing my puppet-cat as we gather in our reading corner. The puppet can make signs and sounds of eager impatience to begin the reading. Then, the puppet reacts with joy (clapping paws or hands) at the book selection, helps hold the book and turn the pages -- even pointing to important pictures and words.

If you enjoy creating, you might design and make two puppets alike - one for you to keep for your own use and one to live in the library.

And when the book has been read, the puppet can extend a paw or hand to each child to say, "Good-Bye." You and your book and your puppet can create a marvelous atmosphere - and can make a difference.

Remember: The world will be a better place because you are here!

PUPPET DIAGRAM INSERT

PUPPET DIAGRAM INSERT

PUPPET DIAGRAM INSERT

PUPPET DIAGRAM INSERT

PUPPET DIAGRAM INSERT

SAMPLE

GRANDPARENTS AND BOOKS

Older Adult Workshop Three

Agenda

9:30 Tour of the Library

Volunteers should feel like members of the staff and know where to find juvenile books and materials. They need access to staff workroom, lounge, etc. It is recommended that you have a "Library Grandparent Shelf" for the sign-in sheet, messages, copies of new good read aloud books, booklists, bookmarks, realia, puppets, flannel stories and other related read aloud materials.

10:00 Previous Session's Assignments

Groups of six or less are more time-efficient and comfortable. So that each group has a facilitator, arrange for other trained library staff to work with groups. Each participant should read no more than 3 minutes, then be critiqued. Facilitator keeps group process moving so all volunteers are able to practice.

10:30 Break

10:45 Guidelines

Distribute copies to all volunteers. These guidelines clarify the roles of the library staff and the volunteers (see page 46).

Sign-In Sheets

As well as a tool for keeping statistics, sign-in sheets reveal the busiest and slowest times, which materials are popular, and where volunteers need guidance.

Volunteers tend to need clarification on how to fill these out at first (see page 47).

Scheduling

Post volunteers' schedules in children's section of library, with copies for staff at circulation and reference desks. Schedule volunteers for after school hours: they may read one-on-one or to groups. Schedule when classes are visiting the library.

They can be the guest "Library Grandparent" and read a story. They may also assist the librarian by reading a story at a preschool, toddler, holiday, or reading club program. There is an element of unpredictability involved in scheduling after school hours: too many children--or worse, not enough of them. Volunteers should be made aware of this possibility and be rescheduled if there are problems.

Storytime

Invite volunteers to observe the Children's Librarian in Storytime sessions for more exposure to techniques of using books with children.

11:30 Buttons and Certificates

Awarded at the end of the training, preferably by the Head Librarian, with refreshments provided (see page 48).

GUIDELINES

GRANDPARENTS AND BOOKS

Volunteer Guidelines

1. All contact between GAB volunteers and children must take place in the library.
2. GAB volunteers may not offer to drive or walk children anywhere outside the library.
3. GAB volunteers should be on time as scheduled and should fill in the Sign-in sheet at the GAB station.
4. Any problems with children should be referred to the Children's Librarian so he/she can help resolve them.
5. GAB volunteers should not discuss religious, political or sexual matters with any of the children.
6. GAB volunteers should show all non-library materials to the Children's Librarian or GAB staff before using them or presenting them to the children.
7. GAB volunteers are encouraged to wear their GAB buttons while working with the children, so as to be easily identified.
8. GAB volunteers should be aware of the child's natural dignity and sense of self. Children are now often taught by parents and teachers not to allow non-family members to touch them; please respect this and do not initiate close contact.
9. GAB volunteers who intend to discontinue participation in the program should promptly notify the Children's Librarian.
10. GAB volunteers should consult their individual Children's Librarian for specific rules regarding that library.

INSERT CERTIFICATE

RETENTION: MOTIVATION, RECOGNITION, AND TLC¹

Retention of volunteers is dependent on many factors. LAPL's long term Library Grandparents tell us that the key factors are feeling appreciated and supported by staff and knowing that they have truly helped children.

Meetings with volunteers are invaluable for troubleshooting, introducing new books and techniques, and providing support. These meetings also allow the librarian to monitor the progress and satisfaction of volunteers. We found that quarterly and bi-annual meetings are most successful.

Volunteers need to be supported, recognized, and praised as often as possible. Here are some suggestions:

1. Encourage staff to make a special point of greeting the volunteers by name.
2. When possible accommodate personal needs and extend special library privileges such as fine-free staff loans.
3. Consider sending birthday, holiday, thank you and get well cards. Putting volunteers' birthdays on a computer database makes them readily available.
4. Use trained Grandparents in subsequent training of new volunteers primarily to discuss their experiences or demonstrate a technique they have mastered; feature them at the Advanced Training Workshops or at the Volunteer Recognition Ceremony.
5. Invite Grandparents to join staff breaks and parties, and to serve as representatives of the library in community parades, fairs, etc.
6. Praise Grandparents for good work.
7. Take pictures and display in branch; submit press releases; write and submit a newspaper article featuring their role in the program. Invite the local newspaper to do a feature article.
8. Have the children give art work or thank you cards to the Grandparents and display them in the library.
9. Hold an annual Recognition Party, inviting city officials to present certificates of appreciation (see page 51).
10. Provide welcome packets which may include a plastic bookbag, refrigerator magnet, pencil, eraser with GAB logo imprint, and booklists for new volunteers.

¹Tender Loving Care

11. Provide ongoing incentives for retention such as cloth bookbags, annual appointment calendars, and any special benefits your city or county may offer volunteers, such as insurance benefits, mileage, taxi coupons, bus passes, discount packages, etc.
12. Provide an annual newsletter at the beginning of the New Year and/or on National Grandparent's Day in September to update the Grandparents as to GAB's achievements and goals (see pages 52-55).
13. Keep a volunteer suggestion box.
14. Nominate Grandparents for volunteer awards when the opportunity arises.

LOS ANGELES PUBLIC LIBRARY

GRANDPARENTS AND BOOKS

Advanced Training Workshop

September 10, 1996

11:00 a.m. - 2:30 p.m.

AGENDA

11:00

Welcome and Introductions
Maureen Wade, GAB Coordinator
Susan Goldberg Kent, City Librarian

11:30

LUNCH

12:30

Guest Speakers

Joan Bransfield Graham (Poet)
Dr. Virginia Walter (Professor - UCLA - Library Science)
A special demonstration: GAB Techniques by Library Grandparents

Closing Remarks

Books by Guest Speakers will be available for purchase and autographing after the program

+++

HONORED GUESTS

Teresa Mckee, Fannie Mae Foundation
Julia Simmons, Board of Library Commissioners
Evelyn Hoffman, Library Foundation
Sally Cullman, Library Foundation
Betsy Brown, Puppeteer
Anne Connor, Children's Services Coordinator
LAPL Children's Librarians
LAPL Children's Services Staff
Volunteer Services Staff

SPECIAL THANKS TO:

The Annenberg Foundation
Fannie Mae Foundation
Norris Foundation
TRW

Library Foundation of Los Angeles and Friends of Children and Literature (FOCAL)

Catering by Nick Grippo

NATIONAL GRANDPARENT'S DAY

By the President of the United States of America

A Proclamation

...Grandparents are our continuing tie to the near past, to the events and beliefs and experiences that so strongly affect our lives and the world around us. Whether they are our own or surrogate grandparents who fill some of the gaps in our mobile society, our senior generation also provides our society a link to our national heritage and traditions.

We all know grandparents whose values transcend passing fads and pressures, and who possess the wisdom of distilled pain and joy. Because they are usually free to love and guide and befriend the young without having to take daily responsibility for them, they can often reach out past pride and fear of failure and close the space between generations.

Now, therefore, I, Jimmy Carter, President of the United States of America, do hereby designate Sunday, September 8, 1979 and the first Sunday following Labor Day in each succeeding year as National Grandparent's Day.

President Jimmy Carter, September 6, 1979

GRANDPARENT'S DAY LETTER

Happy Grandparent's Day!

Best wishes from Children's Services/GAB staff for a wonderful Grandparent's Day, September 10, 1995. Last year many of you inquired about the origin of Grandparent's Day, so I have attached the proclamation introduced by President Carter in 1979. Grandparents and Books continues to be a great success, thanks to your dedicated involvement. From July 1994 to June 1995 you read to 22,966 children, bringing the total of children read to by Library Grandparents to 143,993 since the beginning of the program in January, 1989. The latest branches to participate in GAB are Chatsworth, Los Feliz, Platt, and Sunland-Tujunga, bringing the citywide total to 59 branches.

150 guests attended The Fifth Annual Advanced Training and Luncheon. It was wonderful seeing all of you, and we thank the Grandparents who did such inspiring presentations. We look forward to next year's presentations at the Sixth Annual event scheduled for September 1996.

Los Angeles Public Library had the honor of being invited to speak at the American Library Association's June "Preconference on Intergenerational Planning" in Chicago. The presentation on how to initiate a GAB program in any sized library system was well received by attendees from over 70 libraries nationwide.

Our new GAB brochure which debuted in June has already helped us to recruit more volunteers. Thanks to Fred Gong of Chinatown and to Marge Landau and Eloyse Schultz of Mar Vista for volunteering to be featured on the brochure. - If you know of any organizations or individuals who might be interested in volunteering, please ask your branch to give you some brochures for distribution.

We also want to thank June Brandon of Angeles Mesa, Fred Gong of Chinatown, Roxane Lisker of Children's Literature, and Neal Mallin of Studio City for reading to children during Los Angeles Public Library's First Annual "LA Kids Read" Festival at Central Library on August 12th. We're already planning next summer's festival and hope to involve more Library Grandparents in this wonderful event.

There is another opportunity for Grandparent volunteers to read on Saturdays and Sundays in October and November this year. The Getty House Foundation has asked for "Library Grandparents" to read at their special month long open house during which the remodeled Mayor's residence, a designers' showcase, will be unveiled. If anyone is interested in this special opportunity, please call GAB at (213) 228-7487 and leave your name and telephone number. As we learn more about this event and what it involves we will get back to you.

By now you have seen the two aprons we purchased for each GAB branch. Grandparents wearing the aprons will be able to hold books, bookmarks, puppets and realia in handy pockets. The aprons will also be a way for children to identify you more easily. We hope you are as happy with them as we are.

Staff of LAPL'S Public Relations Department and Children's Services/GAB are working to produce a new public service announcement to be completed by late October. We hope it will

generate more interest and participation by children and their parents when it appears on television.

GAB is ever grateful to the Library Foundation of Los Angeles for securing funding for our program. The Library Foundation is currently seeking funding for GAB for 1995-1996. We will let you know of their progress as soon as we hear. The Fannie Mae Foundation recently granted \$2,500 to help pay for books and realia for the new GAB branches.

City Librarian Susan Goldberg Kent sends her greetings and this message: "The Grandparents and Books program is one of the most important initiatives at the Los Angeles Public Library. As dedicated volunteers, you give not only your time; but, more importantly, your care and concern for the young people in this city. We are very proud of your efforts on behalf of Los Angeles Public Library.

We in Children's Services/GAB also want to extend our heartfelt gratitude for making Los Angeles Public Libraries a better place for children and their families.

With much appreciation,

Maureen Wade, GAB Project Director, LAPL

Diane Turner, Librarian

Irma Vega, Secretary

Grandparents and Books Staff

ANNUAL LETTER

Season's Greetings!

December 1995

Thank you for making this sixth year of Grandparents and Books successful! From July 1994 to September 1995 you read to 8,594 children. That makes a total of 152,587 children read to since the beginning of the program in January, 1989. We are happy to announce that Palms Rancho branch has started a GAB program and Encino Tarzana, Goldwyn Hollywood and Porter Ranch will be joining in the early part of 1996, bringing the citywide total to 63 branches.

Thanks again to the Library Grandparents who read to children in August at the "LA Kids Read" celebration and in October/November at the Getty House Grand Opening. These well-received programs provided the opportunity to promote GAB and library services as well as recruit new volunteers.

GAB's wonderful new Public Service Announcement to recruit more children will air on television in late January. Most of the production was done *pro bono* by CMH Films and the actor who portrays the Library Grandparent is now an actual Library Grandparent at Palms Rancho. We hope to supply each library region with a copy of the video to show children during class visits. New, colorful bookmarks showing specific times Grandparents read are now available--ask your Children's Librarian.

Good news for the New Year! The Library Foundation, which secures our funding, has been awarded, for a second year, a \$100,000 grant by The Annenberg Foundation and a \$25,000 grant from the Norris Foundation. This will allow GAB to retain our part-time Clerk Typist and Librarian, pay for training expenses and publicity, buy incentives and books for the book giveaway, and develop new projects. Once again thank you for your outstanding work that continues to attract funders.

According to a 25-year National Institute of Mental Health study, highly organized activity (such as volunteering) is the single strongest predictor, other than not smoking, of longevity and vitality. Volunteers are healthier, feel greater purpose in their lives, and have higher self-esteem. So, here's to a healthy, purposeful, fulfilling year!

See you on September 12, 1996 for a very special Advanced Training and Luncheon.

With much gratitude from the GAB/Children's Services staff.

SERVING THE CULTURALLY DIVERSE COMMUNITY**CONTENT**

5.1	BENEFITS
5.2	DEVELOPING STAFF SUPPORT FOR THE PROGRAM
5.3	RECRUITING AND TRAINING
5.4	WORKING WITH CHILDREN
5.5	EVALUATIONS AND SURVEYS

5.1**BENEFITS**

- For speakers of languages other than English, reinforces the child's and older adult's cultural identity and heritage by providing literature-based sharing in a common native language.
- Validates literature in other languages and other cultures within the library context.
- Strengthens English language development for children whose parents are non-English reading.
- Enhances intercultural understanding when children of one culture are read to by older adults of another culture.
- Deinstitutionalizes the library by offering pleasurable and comfortable experiences.
- Strengthens the library's function as a community agency by incorporating older members of the community in reaching service goals.

5.2**DEVELOPING STAFF SUPPORT FOR THE PROGRAM**

- Utilize staff who are members of the target ethnic or linguistic group in planning and implementing the workshop.
- Invite community leaders (e.g., member of the clergy, presidents of service and business organizations, etc.) to act as a link to the community and to promote mutual understanding. These leaders can identify and recommend community people as volunteers; they can also promote the program to parents and children.
- Invite community leaders to GAB staff orientation, in order to introduce and celebrate customs, traditions, arts and literature of the target group(s). Use references such as Culturgrams (Brigham Young University) as background support.

5.3

RECRUITING AND TRAINING

- Conduct a community analysis. Use already established resources if they exist, such as community survey, school survey (pages 58-59), census information, and any statistical information available. Do a community walk-through.
- Release publicity (flyers, press releases, public service announcements) in the languages spoken. Indicate in the publicity if training and reading will take place in other languages or in English only.
- Identify community leaders and spokespersons of the group you are targeting: religious leaders, political groups, school aides. Also identify commercial establishments (such as a martial arts center or ethnic grocery store) where publicity can be distributed.
- Identify clubs and/or associations whose purpose or function attract members of your target group (e.g., Black Women's Business Association; Korean After School Language and Culture School) for recruitment of both older adult volunteers and children.
- Try to arrange for a bilingual staff member or aide who speaks the language of the volunteer to be recruiter/trainer/translator/supervisor, if your program encompass non-English speaking volunteers
- Use books and other materials relating to the culture of the group being trained; identify folklore and original stories by country of origin and create puppets and flannel stories to support the literature.
- Provide refreshments that are representative of the culture(s) at trainings and workshops.
- Conduct an annual workshop in which experienced Library Grandparents share and demonstrate their knowledge, background and materials of their culture. Such workshops serve to maintain morale, monitor progress, problem-solve and introduce new techniques and materials.

5.4

WORKING WITH CHILDREN

- Match monolingual readers/speakers with children who speak that language. In that language, post the volunteer's name, language, and day and time when he or she will be reading (e.g., "Grandpa Jose will read in Spanish every Tuesday from 3 p.m. to 5 p.m./Abuelo José leerá en español cada martes desde las 3 de la tarde hasta las 5 de la tarde").
- Encourage volunteers who do not speak the child's native language to learn words or phrases to help the child feel comfortable, acknowledged and validated.
- Using bilingual materials, encourage volunteers to read and have children read in the language in which they are comfortable. Many books are now available bilingually.
- Integrate Grandparent participation into existing programs, such as reading programs or holiday programs.

COMMUNITY SURVEY**BRANCH COMMUNITY PROFILE**

1. Describe significant demographic factors in the community--income level, ethnic composition, education level. Indicate sources of information (observation, census data, etc.)

2. Describe the community's housing stock. Do people rent or own? Do they live in apartments, single family dwellings, condos, housing projects?

3. Comment generally on the need for after school day care for children in the community. Do many mothers work? What after-school child care resources does the community offer? Do latchkey children use the library in significant numbers? If so, how does the library respond?

4. What recreational and cultural resources are available for children in the community? (Parks, recreation centers, video game arcades, shopping malls, art centers, museums, etc.)

5. What are the relevant health issues for children in the community? Is there evidence of malnutrition? Child neglect or abuse? Drug Activity? Need for information about health resources? Identify any major health, medical, or social service care providers.

SCHOOL SURVEY

SCHOOL INFORMATION REPORT

_____ School Year

Librarian: _____ Agency: _____

School: _____ Distance from Library: _____

Address: _____ Phone: _____

Public

Magnet/Subject Emphasis: _____

Alternative Fundamental Others: _____

LAUSD Administrative Region: _____ Region Superintendent: _____

Private Religious (Denomination): _____

Principal: _____ Vice Principal: _____

Enrollment: _____ Previous Year: _____

Year Round: Yes No Describe Schedule Pattern: _____

Double Sessions: Yes No

Number of Classes Per Grade:

Preschool ___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ Total _____

If this is a middle school, a junior high, or a private school with enrollment above the seventh grade level, who provides public library services?

YA Librarian Children's Librarian Both

Parent-Teacher-Student Association Contact and Phone: _____

Community Advisory Council Contact and Phone: _____

School Library

Staffed by (name and Position): _____

Hours Open: _____ Home Circulation: Yes No

Do classes visit the public library: Yes No

Language Profile

Primary languages of students (list): _____

Bilingual instructions provided in the following language(s): _____

Number of children in English as a Second Language (ESL) Classes: _____

School Profile:

Reading proficiency; special programs, (e.g., Educable Mentally Retarded (EMR), Educationally Handicapped (EH), gifted, departmentalized teaching, special reading programs, Parents Involved in Community Action (PICA), Project AHEAD, School Readiness Language Development Program (SRLDP), on-site child care.

Busing: List sending or receiving school(s) _____

PROBLEMS, RECOMMENDATIONS, AND EVALUATIONS

CONTENT

6.1	VOLUNTEERS
6.2	CHILDREN
6.3	STAFF
6.4	EVALUATIONS

Since Grandparents and Books' inception in 1989, a number of challenges and difficulties have arisen, which staff and volunteers have worked together to solve. We would like to share some of our approaches to these problems in hopes of helping you strengthen your own program.

6.1**VOLUNTEERS**

Only half of all the volunteers you recruit will actually show up for the training; therefore, recruit twice as many volunteers as you actually need.

Not Enough***Difficulty in finding volunteers.***

Do a community analysis; look at who lives in the community, with an eye to which community leaders and organizations may be approached. Current volunteers can assist in identifying organizations, groups, or individuals who are potential recruits for the program. They can also distribute flyers to members of their own groups. Library staff should set up cooperative agreements with other agencies to solicit support (e.g., The Department of Recreation and Parks, The Department of Aging, etc.). Refer to Partner Agency Guidelines (see page 68). Also ask these leaders what are the most effective means for recruiting in their community, flyers, newspapers, newsletters, etc. Contact your local newspaper, radio station, and public television station to see if they will feature your program.

Volunteers interested in the program are younger than 55, and no older persons are available. (GAB identifies older adults according to the U.S. Government Guideline for the Department of Aging.)

Flexibility on this issue is recommended. Lower the minimum age to mid-forties when needed, so more volunteers can qualify without jeopardizing the intergenerational aspect.

Potential volunteers have transportation problems in getting to the trainings.

Many older adults can no longer drive. Try to arrange training either at the library where they will be reading or at a site accessible to mass transit. LAPL has tried consolidating trainings among several branches in a region by holding the training at a central location -- not necessarily the branch where the volunteers would eventually read. Provide recruits with information on how to get to the site by mass transit or car. Look into programs that provide transportation for older adults. Encourage carpooling among volunteers.

Too Many

Too many volunteers apply.

Most programs have a high turnover rate due to the frailty of the volunteers, therefore it is strongly recommended that no potential volunteer be turned away. Train them as soon as possible and put their names on a waiting list or arrange for them to act as a substitute Grandparent when others are ill or away.

Ask Grandparents to read as a team, or suggest they read on alternating weeks or weekends. (Most volunteers seem unwilling to volunteer every weekend.)

You may want to consider alternative or expanded GAB services such as Glendale Public Library's Library Grandparent Ambassadors to the schools. Grandparents are assigned to read to a specific classroom once a week, while updating the children on library events and inviting them and their families to visit the library. Consult your Administration regarding liability or any other rules that might restrict or limit you from having such a program.

You may want to augment your adult literacy program with a GAB component in which Library Grandparents, using children's books, mentor adult literacy students who have small children.

There is not enough room for all the Grandparents at tables in the Children's area, or adult patrons are occupying all the tables.

Stagger the volunteers' hours so there is only one volunteer during a particular time-frame. Consider designating one or more tables as a GAB reading area with signs posted in all appropriate languages on these tables noting time of reading sessions.

Screening

Screening volunteers.

To screen volunteers, LAPL uses the GAB Volunteer Registration Form (page 22), the Guidelines (page 46) and mandatory attendance at three training sessions. It is recommended that potential volunteers fill out the application in person and that the librarian briefly interview them to determine if this program suits their needs as well as the library's. If a person does not seem suited for the program try to identify a more appropriate program. Closely monitoring all new volunteers is strongly recommended the first few weeks.

Los Angeles Public Library now fingerprints and conducts background checks on any volunteer that works with children due to a city mandate based on the Congressional passage in 1993 of the National Child Protection Act (PL 103-209), and the California State Assembly's passage of A.D. #1663 (#1663 amends the California Public Resources Code, stating that public and private organizations which serve youth are required to conduct background checks on individuals having direct contact with minors).

While these laws allow organizations some discretion as to who must submit to a background check, it is recommended that you consult with your Administration regarding these laws and how you want to handle screening and fingerprinting. Some City Police Departments do the fingerprinting for all their city's volunteers. Los Angeles Public Library fingerprints its own

volunteers since the city at present, due to its enormity, does not have a system for fingerprinting all its volunteers.

Grandparents as Day Care Providers

Grandparents are used as a babysitting service by parents who drop off their young children and then leave the library.

Although the program is designed to serve latchkey children, it is not intended as a day care service. Grandparents should refer parents to the Librarian-in-Charge, who should reiterate the purpose of the program. Librarians and volunteers should be counseled that they will be working with latchkey children, and will in many instances provide valuable emotional support in their role as a reliable, positive, caring adult.

Puppets, Flannel Figures, and Realia

Volunteers cannot or prefer not to work with puppets or make flannel board figures.

Many older adults have physical limitations such as arthritis, making it difficult for them to cut, paste or manipulate puppets. Other volunteers do not like any association with crafts. Clarify that volunteers are not required to make or use flannel figures or puppets. Stress that the program focuses on reading aloud, but that volunteers are encouraged to use these other techniques to help attract children.

Problem Volunteers

A volunteer is very talkative and dominates the staff's time.

Advise and role-model for staff how to tell the volunteer in a straight-forward manner that they are on duty and must limit the amount of time they can socialize. If the volunteer persists or becomes a nuisance, the Children's Librarian or Librarian-in-Charge should have a formal talk with the volunteer. Also discuss guidelines with staff as to appropriate level of interaction with volunteers.

Some Grandparents put more emphasis on teaching and correcting children than on simply reading to them.

Show how the sharing approach endorsed by GAB differs from a tutorial approach. Give examples of positive book tie-in activities, such as teaching children to make origami paper cranes after reading Molly Bang's *The Paper Crane*. Demonstrate how questioning children about the story's content or meaning, or excessively correcting children as they read, are not techniques appropriate for this program. Remind Grandparents that this is enrichment rather than instructional.

A Grandparent never shows up on time, never calls in when absent or attends on an irregular basis.

The Children's Librarian should check to see whether the Grandparent needs a different schedule or if other circumstances are contributing to the problem. If not, the Grandparent should be gently reminded of his commitment and referred to the GAB Guidelines. A substitute arrangement with other volunteers may be established. If the Grandparent continues to be unreliable, write a letter stating the specific problem and what is expected. Explain that the volunteer will be placed on an inactive list if unable to abide by the agreed-upon schedule.

Identification of Library Grandparents.

Require all volunteers to wear their GAB buttons or other official library identifying accessory. Provide official photo identification badges. Make sure each staff member knows who the Grandparents are. Include the statement in your publicity to parents and children, "Grandparents do not read to children outside of the library." Coach children to look for proper identification badges. Post pictures of active Grandparents in the library. Alert staff of any volunteer whose behavior is questionable.

6.2

CHILDREN

Not Enough

Grandparents express disappointment because they imagined children would flock to their side, dotting on every word.

Include a segment in the training workshops that demonstrates a realistic picture of what to expect when reading to children. Include the very real eventuality that children may not wish to be read to or come to the library. Emphasize the importance of volunteers initiating contact with children, introducing themselves, and offering to read. Volunteers should also be encouraged to publicize their participation in the program at their clubs, churches, and among friends. Arrange for them to be available during class visits to the library, storytime, reading club or other library functions to be introduced to the children and parents.

Very few children show up, or none at all.

Review the Library Grandparent's schedule to see if hours conflict with school hours, after school programs, or other community events. If Grandparents can only volunteer during school hours, schedule them to assist with class visits or story hours, or during preschool storytime. If year-round schools are served by your library, schedule Grandparents when students are off-track. If no children show up, encourage Grandparents to make flannel figures or to learn a new story, or practice reading books, so they will be better prepared when children do come in.

Reevaluate your publicity to the public, make sure GAB is very visible in your library through displays, etc., and make sure the Grandparent schedules are readily available. Consider incentives that will attract children, such as the GAB Book giveaway, that rewards a child with a free book autographed by the Grandparents after they have been read to on two separate occasions (see page 14). Children's Librarians can also distribute the GAB book giveaway bookmark at school visits to encourage children to come and meet the Grandparents. Other incentives could include rubber stamps with non-toxic ink for Grandparents to stamp a child's hand after reading together.

Children are reluctant to interact with Grandparents because they have been taught to stay away from strangers.

Coach volunteers to introduce themselves to the parents first, when possible. Have the Children's Librarian introduce the Grandparent or give printed information about GAB to parents. LAPL developed a bookmark to use as an introductory tool which includes a space for the

Grandparent's name and reading hours (see page 14). Staff should be encouraged to introduce Grandparents to children who visit the library for class visits or special children's programs.

Children say they have to do their homework.

Coach volunteers to give information on the GAB program to the child or parent, and offer to read to them after their homework is completed.

Too Many

Children of a variety of ages show up to be read to.

Grandparents are advised to read folktales because they are short and exciting enough to hold a young child's interest, yet complex and multilayered enough for an older child. If children want to read, the Grandparent should select a title that is suitable for each child to take turns reading or participate with, such as the pop-up book *Dinner Time* by Jan Pienkowski. Most flannel board stories are also good for all ages. Older children may be invited to read to younger children and become the Grandparent's assistant.

There are a large number of children.

Establish a tradition when reading to a large group that attends regularly. An example of this can be a puppet greeting the children and telling them to sit down quietly in a semicircle to listen to the day's special story. This helps the Grandparent to control a large group, yet makes it a special time.

If children prefer one-on-one reading, Grandparents may have them wait their turn, reading a brief story to each.

Uninterested

Reading to children does not seem enticing enough or they show more interest in the computer and video games offered at the library.

Emphasize introducing material in a light, fun way. Explain in trainings the need for Grandparents to use flannel figures, puppets, origami, or realia that relate to the story as a means of attracting children. Encourage the Grandparents go over to children to introduce themselves and show them incentives such as the Book Giveaway bookmark or the hand stamp. Instruct library staff to inform children that a Grandparent is available to read to them while they wait their turn on the computer.

Older children (particularly fifth grade and up) are reluctant to participate; or Grandparents believe that older children do not need to be read to.

Advise Grandparents to use techniques that will win the support of older children, ask them to share in reading to younger children, or ask the older children to give opinions or suggestions regarding particular books the Grandparent is using. For example, a Grandparent might say "May I read this book to you so you can help me decide if fifth graders would enjoy it?"

At training workshops it is important to stress how much older children enjoy being read to. Demonstrate and share books that work well with this age group. Use examples from authorities such as Jim Trelease.

6.3

STAFF

Children's Librarian is not always available to guide the Library Grandparents.

Develop a Library Grandparent resource and communications shelf with booklists, new books, realia, puppets and other material for them to use. They can also leave notes for you in this area.

Assign a staff member to be second in charge of Grandparents when you're not available. Keep information regarding the program and Grandparent easily accessible to staff and substitutes, preferably in a folder at the reference and circulation desks.

Librarian needs assistance in completing paper work, organizing meetings, recruiting volunteers and generating community support.

Recruit a Grandparent Volunteer Aide to assist in coordinating the program. Try to keep forms and other paperwork to a minimum. (see page 70).

Staff is reluctant or unenthusiastic.

Reluctant staff may perceive the program as an unnecessary additional workload. A well presented and organized workshop can change this expectation by demonstrating how the investment in working with volunteers pays off in service enhancement. Ask for staff feedback at all stages. Where possible, arrange for incentives such as modest materials funds increases for libraries that elect to have a GAB Program. Some examples for staff incentives are:

1. **Recruitment Award** - A specific amount of money to be allocated to the children's materials budget for every active volunteer recruited up to a limited amount; or a commendation to the staff member who recruits the most volunteers.
2. **Special Grant Projects** - Staff submits a special project proposal to enhance, expand, or improve their GAB program. Administration allocates additional money to support the project and/or issues a letter of commendation to the staff member.
3. **GAB Spotlight** - Feature the GAB program in the Library Friends Newsletter, Administrative Bulletin/letter, or community newspaper.
4. **Advanced Training and Luncheon** - Hold a luncheon and training once a year with professional guest speakers that inspire and further train both the Grandparents and staff. Give recognition to volunteers for their good work.

6.4

EVALUATION

It is extremely important to be vigilant about monitoring the success of your program to improve on it, to justify budget request and to see that it is achieving its goals. This can be done through statistics from your volunteer's Sign in Sheets, the Participation Survey and Volunteer Exit Questionnaire (see pages 66-67 and 71-72)

VOLUNTEER SURVEY

GRANDPARENTS AND BOOKS
VOLUNTEER SURVEY

Please tell us your:

Name (optional) _____

Branch (optional) _____

Sex: Male Female

Age: _____

A. We are interested in knowing how satisfied you are with your experience as a volunteer with Grandparents and Books. Please rate your satisfaction in the following areas:

1. Please check the statement that best describes your satisfaction with the working relationship you have with the Children's Librarian at the library where you volunteer.

- Not at all satisfied
- Quite satisfied
- Very satisfied

Comments _____

2. Please check the statement that best describes your satisfaction with your working relationships with other library staff.

- Not at all satisfied
- Quite satisfied
- Very satisfied

Comments _____

3. Please check the statement that best describes your satisfaction your experiences with the children.

- Not at all satisfied
- Quite satisfied
- Very satisfied

Comments _____

4. Please check the statement that best describes your satisfaction with your experiences with other Grandparents in the program.

- Not at all satisfied
- Quite satisfied
- Very satisfied

Comments _____

5. Please check the statement that best describes your satisfaction with the training you received as a GAB volunteer.

- Not at all satisfied
- Quite satisfied
- Very satisfied

Comments _____

6. Please check the statement that best describes your satisfaction with the Grandparents and Books program overall.

- Not at all satisfied
- Quite satisfied
- Very satisfied

Comments _____

B. What have been your experiences with children who are still learning English?

C. What could we do to improve your satisfaction with Grandparents and Books?

D. Is there anything else you would like to tell us about your experience with GAB?

PARTNER AGENCY GUIDELINES

GRANDPARENTS AND BOOKS

Partner Agency Guidelines

We suggest that libraries establish one or more partner agencies in the community. These may be Senior Centers, Multipurpose Centers, local clubs, library Friends Groups, etc. When an agency agrees to partnership with GAB, these guidelines can be provided to clarify their role in the program.

1. To meet once with GAB to discuss how to better recruit seniors from centers.
2. To organize a specific time and place for the Children's Librarian or GAB staff to meet with a group of older adults.
3. To provide a space at their centers for GAB flyers, posters and registration sheets, on-going.
4. To educate their personnel about GAB so they can make referrals.
5. To assist with finding ways to transport their seniors to the GAB training workshops.
6. To network with other agencies and groups who have potential volunteers or children who could visit the library.
7. To provide financial assistance for the program, e.g., books, refreshments, puppets honorarium for speakers etc.

GAB Book Giveaway and Individual Grandparent Hours Bookmarks

GRANDPARENT VOLUNTEER AIDE DESCRIPTION

A "Grandparent Volunteer Aide" is a volunteer "Library Grandparent" who has attended the three trainings and volunteers to take a more involved and extended role in helping to strengthen the GAB program by improving communications between the library and library volunteers.

Length of responsibility is six months, but may vary according to each branch's needs and can be arranged on a rotating basis with other volunteers.

Branches are encouraged to enlist a "Grandparent Volunteer Aide" if they believe it will strengthen their project and be of assistance to them.

The "Grandparent Volunteer Aide" is especially recommended for GAB branches with Children's Librarian vacancies and no Children's Library Aide.

The schedule and time commitment is to be determined by each Children's Librarian and/or Branch Librarian and their "Grandparent Volunteer Aide."

Suggested Duties (Duties may be changed according to branch's needs. Please consult with the GAB office when considering assigning extra duties.)

1. Assist in organizing branch GAB meetings with Children's Librarian and Library Grandparents.
 - a. Consult and set up agreed upon date with Children's Librarian.
 - b. Telephone and verify volunteers' attendance for the meetings.
 - c. Record minutes of the meetings to be distributed to absent volunteers and to the GAB office.
 - d. Gauge the "Library Grandparents" experiences of the program.
2. Assist in recruiting more GAB volunteers.
 - a. Assist and coordinate distribution of flyers to local clubs, churches, senior centers, schools and other organizations.
 - b. Speak about the GAB program to organizations upon the Children's Librarian's request.
3. Assist in generating community support - e.g., enlist Friends Group, council representation and/or other organizations.
4. Aid in tabulating GAB monthly statistics.
5. Assist with scheduling "Library Grandparents" - finding a substitute "Library Grandparent" when one calls in sick, etc.
6. Maintain and update the puppet and flannel board collection and other materials used by "Library Grandparents."
7. Assist with GAB displays and bulletin board.
8. Assist with GAB mailing for branch - e.g., *Get Well cards, etc.*

**CITY OF LOS ANGELES
OFFICE OF THE MAYOR
VOLUNTEER BUREAU**

VOLUNTEER EXIT QUESTIONNAIRE

We are always striving to enhance the performance of our volunteer management system. We would appreciate your help in identifying areas in which we might do better. Please be as complete and candid as you can in answering the following questions. All of the information collected will be kept strictly confidential, and will only be utilized to ensure that others who volunteer will receive the best possible treatment.

Date: _____

Department: _____ **Division:** _____

1. How long have you been a volunteer in your current assignment? _____

2. Why are you leaving?

Job/Project Accomplished
Accepting Paid Employment
Didn't Feel Well Utilized
Other _____

Returning to School
Didn't like Position Assigned
Other Time Commitments

3. Were your volunteer duties clearly defined to you in the form of a job description prior to performing your volunteer duties?

Yes No

4. Did you have a training session/orientation in the department prior to performing volunteer duties?

Yes No

5. Did your actual duties match the original description of the assignment?

Yes No

6. Do you feel you received sufficient training for your position?

Yes No

7. Did you feel you had adequate support and supervision?

Yes No

8. Did you feel you were given meaningful tasks to do or just ones to keep you busy?

Yes No

9. Were your working relationships with paid staff satisfactory?
Yes No
10. What did you like best about volunteering with this department?

11. What did you like least about volunteering with this department?

12. Did you feel you made a significant contribution?
Yes No
13. Do you feel like your work was appreciated?
Yes No
14. Did you learn new skills/experiences from your volunteer assignment?
Yes No
15. What was your goal in volunteering with the City of Los Angeles?
Course Credit Job Security Meet New People
Other: _____
16. Would you consider a volunteer position with the City of Los Angeles in the future?
Yes No
Please explain why _____

17. What suggestions do you have for changes or improvements in the volunteer program?

- Additional comments: _____

INSERT BUTTON LOGO

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