

**CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
FISCAL YEAR 2017/2018
STATEWIDE GRANT APPLICATION**

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

Applicant Information

- | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------|---------------------|
| 1. Library/Organization
Pacific Library Partnership | 2. Library's DUNS Number
830926072 | | |
| 3. Legal Business Name <i>(must match name registered with Federal Employer Identification Number (FEIN))</i>
Pacific Library Partnership | | | |
| 4. Project Coordinator Name
Carol Frost | 5. Project Coordinator Title
Chief Executive Officer | | |
| 6. Email Address
frost@plpinfo.org | 7. Business Phone Number
650.349.5538 | | |
| 8. Mailing Address
2471 Flores Street | City
San Mateo | State
CA | Zip
94403 |

Project Information

- 9. Project Title** Literacy Initiatives
- 10. LSTA Funds Requested** \$213,455
- 11. Cash Match & In-Kind** \$120,020
- 12. Total Project Cost** \$333,475
- 13. California's LSTA Goals** *(Check one goal that best describes the project)*
- | | |
|----------------------------------------------------------------|-----------------------------------------------------------------|
| <input checked="" type="checkbox"/> Literate California | <input type="checkbox"/> Bridging the Digital Divide |
| <input type="checkbox"/> 21st Century Skills | <input type="checkbox"/> Information Connections |
| <input type="checkbox"/> 22nd Century Tools | <input type="checkbox"/> Community Connections |
| <input type="checkbox"/> Content Creation/Preservation | <input type="checkbox"/> Ensuring Library Access for All |
- 14. Primary Audience for project** *(Select all that apply.)*
- | | |
|---------------------------------------------------------------------------------------|--------------------------------------------------------|
| <input checked="" type="checkbox"/> Adults | <input type="checkbox"/> Pre-School Children |
| <input checked="" type="checkbox"/> Families | <input type="checkbox"/> Rural Populations |
| <input type="checkbox"/> Immigrants/Refugees | <input type="checkbox"/> School Age Children |
| <input type="checkbox"/> Intergenerational Groups (Excluding Families) | <input type="checkbox"/> Senior Citizens |
| <input checked="" type="checkbox"/> Library Staff , Volunteers and/or Trustees | <input type="checkbox"/> Statewide Public |
| <input type="checkbox"/> Low Income | <input type="checkbox"/> Suburban Populations |
| <input type="checkbox"/> Non/Limited English Speaking Persons | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> People with Disabilities | <input type="checkbox"/> Urban Populations |
| <input checked="" type="checkbox"/> People with Limited Functional Literacy | <input type="checkbox"/> Young Adults and Teens |

ELEMENT 2: PROJECT BACKGROUND AND SUMMARY

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

Each year close to 20,000 adults reach out to a library literacy service in California. Since many adult students have failed in traditional classroom settings, they see the library's non-threatening, casual, non-judgmental, and information-rich environment as the perfect and supportive place to get help. Many have hidden their secret for years from employers, friends, and even family members. Often a life crisis triggers the need to seek assistance: a test required for a promotion at work, the loss of a spouse who did the record keeping for the family business, or a small child or grandchild who cuddles close wanting a book to be read aloud.

California Library Literacy Services (CLLS) are provided confidentially, freely, and individually, all crucial elements in attracting those hard to reach adults who do not have the skills and/or comfort level to attend traditional classroom-based programs. A state and local partnership by design, sustainability is achieved through state funds leveraged locally. Over \$16.7 million dollars were provided by libraries and communities in FY 2015/16 (\$3.47 for each state dollar spent) (California Library Literacy Services 2015/16 final reports) .

The 27 participating libraries that began providing library literacy services in 1984 have grown to 102 public library systems today, providing the program in over 800 locations throughout California. Each library dedicates staff to coordinate its literacy services and to train and match volunteer tutors with adult learners. Approximately 10,000 volunteers provide instruction to over 18,000 adult learners annually.

Instruction is customized to each learner's immediate needs. Curriculum is individually tailored, not mandated as a one size fits all teaching structure. "Roles and Goals", outcomes measures developed by CLLS, document life changing achievements as selected by the learners during intake and assessment, and before instruction begins. Once matched with a tutor, each tutor and learner pair works together towards achieving their unique, stated goals.

Learners with a child or children under five years of age in the family may receive additional services. That instruction is offered by trained staff who model the use of children's books, show how to read to children, and use literacy enriching activities (songs, finger plays, and word games), to promote a love of reading. The learners receive free children's books to help begin and sustain their children's home libraries. These program enhancements are conducted in collaboration with library children's services specialists, thus integrating the Adult Literacy program more into a library's overall program of service.

Thousands of learners can now share a book with their child or children, help their child/children with their homework, complete a job application, write a resume, become a community volunteer, read medicine labels correctly, and vote, because of California Library Literacy Services.

LSTA funds are requested to assist in building capacity of local library literacy programs through implementation of the following goals.

Goal 1: Increase the number of services and resources available to adult learners:

- Adult Learner Leadership Institute (ALLI) Boot Camps empower adult learners with leadership and public speaking skills.
- Easy Voter Guides engage and inform voters and prospective voters with limited reading ability.
- Tele-Tutoring allows learners waiting to be matched (with tutors) to connect with tutors (without learners) in another area of the county or state.

Goal 2: Increase capacity of local library literacy program staff and volunteers to provide high quality outcome-based services:

- CLLS Literacy Coordinator/Library Director Orientations provide program training for new local library literacy staff.
- Best Practice Workshops provide professional development opportunities through the eight regional literacy networks.
- Underwrite registration fees for staff and volunteers to attend professional development conferences.
- Continue online tutor training pilot project to help prepare tutors to be matched with learners or obtain needed enhanced training.

ELEMENT 3: PARTNERSHIPS

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

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

ELEMENT 4: PLANNING AND EVALUATION

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

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

Lifelong Learning

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

Information Access

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

Institutional Capacity

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

Economic & Employment Development

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

Human Services

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

Civic engagement

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

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

Projects supported by this grant help CLLS programs sustain high quality literacy services to meet the needs of adult learners and their families who come to a library seeking help with reading and writing skills. The purpose is to ensure that more adult learners will have access to free tutoring from well trained and supported volunteers, thus improving their reading and writing, including being able to secure or improve employment opportunities, enrolling in higher education, actively participating in their children's education, or becoming more engaged in their communities.

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

Outputs will include measures reported in the required final report:

The number of adult learners receiving services

The number of volunteer tutors

The number of ALLI Boot Camp participants

The number of Best Practices workshops held

The number of Tele-Tutoring sites

The number of libraries receiving (free) Easy Voter Guides

The number of CLLS libraries participating in on-line tutor training

The number of CLLS coordinators and library directors oriented and trained

The number of trainings held for CLLS coordinators and library directors

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

Outcomes will be obtained from the annual CLLS Role and Goals report submitted by each funded library at the end of the grant year. These reports provide data pertaining to changes in an adult learner's life, including the percentage of learners who have met their goals to read a book, help a child with homework, fill out a job application, or pass a citizenship test, among many measures.

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

Funding for Literacy Initiatives will continue primarily with support from LSTA funds, and with local in-kind and cash contributions. Over the years, local contributions have ranged from \$3.00-\$6.00 for each state dollar awarded and expended.

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

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

Description:

ALLI Boot Camps: Empower 45 adult learners with leadership and public speaking skills through three weekend-long learner-facilitated Boot Camps in three California locations.

Tele-Tutoring: Continue to link locations where tutors are available with locations where tutors are scarce and learners are waiting to be matched by using a reduced-cost technology based distance learning solution to three library jurisdictions (Camarena, Nevada County, and San Mateo County).

New CLLS Literacy Coordinator/Director Orientation: CLLS programs experience a high turnover rate of coordinators and library administrators. Many new hires have little or no literacy, or library, experience. The orientation provides them with CLLS history, mission, values, grant reporting requirements, program development, program administration, and volunteer recruitment and engagement. The group meeting is an effective way to communicate vital information, and saves library program staff time and program momentum while new staff acclimate to new responsibilities and CLLS.

Best Practices Workshops: Professional development opportunities are provided through eight regional literacy networks. Each network identifies its members' most critical training needs. Each network receives up to \$1000.00 for coordinators and trainers to travel to network meetings to provide their expertise in important areas of adult education and literacy.

Funds will be used to underwrite the cost of registration for staff and tutoring participating in the Southern California Library Literacy Network's (SCLLN) Professional Development Day and READ/San Diego Tutor Conference.

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

- ☒ Creation - Design or production of an information tool or resource (e.g., digital objects, curricula, manuals). Includes digitization or the process of converting data to digital format for processing by a computer.
- ☐ Description - Apply standardized descriptive information and/or apply such information in a standardized format to items or groups of items in a collection for purposes of intellectual control, organization, and retrieval.
- ☐ Lending - Provision of a library's resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.
- ☐ Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.
- ☐ Other

Description:

Easy Voter Guide: To include developing easy to read and comprehend content, community review, full language translation (Spanish, Chinese, Vietnamese, and Korean), and free printed copies for public libraries (including distribution) for the June 2018 Statewide Direct Primary Election.

Online Tutor Training: Florida Literacy Coalition will continue to make its California branded online tutor training program available for up to ten California libraries.

CLLS website: The website, libraryliteracy.org, will continue to be offered for tutors, learners, and the public, and will be continuously updated as new content becomes available. The budget will reflect time for assessment of the website content, which will be refreshed.

ALLI Curriculum Refresh Project: Funds will be used to review, refresh, and update ALLI curriculum created and designed in 1998, with input and feedback from twelve Northern and Southern California ALLI alumni in two day-long separate meetings.

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

Description:

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

Description:

ELEMENT 5: GRANT TIMELINE/ACTIVITIES

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

Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
ALLI BOOT CAMP														
Meet with consultant and host libraries for Boot Camp planning	X	X												
Boot Camp implementation and ALLI curriculum review/refresh/update	X	X	X	X	X	X	X	X	X	X	X	X	X	X
EASY VOTER GUIDE														
Development and community review of June 2018 Statewide Direct Primary EVG							X	X	X					
Order, print, and distribute guides									X	X	X	X		
TELE-TUTORING PROJECT														
Support Tele-Tutoring Sites	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NEW CLLS COORDINATOR AND ADMINISTRATOR TRAINING AND ORIENTATION														
Schedule and plan for orientation	X	X	X											
Identify, notify, and register participants	X	X	X	X										
Provide orientation (in conjunction with CLA)					X									
BEST PRACTICES WORKSHOPS														
Notify and inform regional networks of professional development funds	X													
Regional workshops (schedule TBD by networks)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ONLINE TUTOR TRAINING														
Review and approve updates by Florida Literacy Coalition for online training	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Literacy programs access online training	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ELEMENT6: BUDGET

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

Budget Category	LSTA	Cash Match & In-Kind	Total
Salaries/Wages/Benefits			
CLLS staff attend Regional Network Meetings	\$0	\$32,000	\$32,000
CLLS staff/adult learner facilitator time - ALLI Boot Camps	\$0	\$8,640	\$8,640
CLLS staff and volunteer support for Tele-Tutoring Consortium	\$0	\$74,880	\$74,880
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$0	\$115,520	\$115,520
Description: CLLS staff attend Regional Library Literacy Network Meetings: 80 staff x 2 meetings @\$200/day = \$32,000 CLLS staff support ALLI Boot Camp: 1 Coordinator x 3 sites x 24 hours @ \$45/hr = \$3240 CLLS ALLI Boot Camp facilitators: 3 teams of 3 Adult Learner facilitators x 3 Boot Camps @\$200/person/meeting = \$5400 CLLS library staff support Tele-Tutoring program: 9 staff x 8 hrs/mo x 12 months @\$45/hr = \$38,880 CLLS volunteer support Tele-Tutoring program: 15 volunteers x 8 hrs/mo. x 12 months @\$25/hr = \$36,000			
Consultant Fees			
ALLI Boot Camp Project Coordinator	\$5,400	\$0	\$5,400
Tele-Tutoring Project Coordinator	\$800	\$0	\$800
Website Assessment/Audit Coordinator	\$5,000	\$0	\$5,000
ALLI Curriculum Refresh Project	\$1,200	\$0	\$1,200
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$12,400	\$0	\$12,400
Description: ALLI Boot Camp Coordinator: 3 Boot Camps x \$1800/camp = \$5400 Tele-Tutoring Project coordinator: \$800 to maintain support for one independent library, and two county systems Website Assessment/Audit Coordinator: to assess CLLS website and make recommendation for updating and revising in 2018/19 to reflect current best practices and resources. 77 hours @65/hr = \$5000 ALLI Curriculum Refresh Project: Review/update ALLI curriculum, created and designed in 1998 = \$1200			

Budget Category	LSTA	Cash Match & In-Kind	Total
Travel			
ALLI Boot Camps (Participants)	\$21,000	\$0	\$21,000
New CLLS Coordinator/Administrator Orientation	\$18,000	\$0	\$18,000
Best Practices Regional Workshops	\$8,000	\$0	\$8,000
Literacy Coordinators' Conference	\$68,250	\$0	\$68,250
ALLI Coordinator	\$3,000	\$0	\$3,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$118,250	\$0	\$118,250
Description: ALLI Boot Camps: 3 Boot Camps @\$500/camp = \$1500 + 65 Adult Learners @\$300/person = \$19,500: TOTAL:\$21,000 New CLLS Orientation: 36 attendees @ \$500/attendee= \$18,000 Best Practices Regional Workshops presenter and attendee mileage: 8 networks @\$1000/each = \$8000 Literacy Coordinators' Conference: 105 attendees x \$650 travel= \$68,250 (no meals) ALLI Boot Camp Coordinator: Travel to three Boot Camps and two Curriculum Refresh project meetings @\$600 each = \$3000			
Supplies/Materials			
ALLI Boot Camp meeting supplies	\$1,000	\$0	\$1,000
ALLI Boot Camp meeting spaces	\$0	\$4,500	\$4,500
Literacy Coordinators' Conference facility space	\$7,500		\$7,500
Tele-Tutoring Equipment	\$700	\$0	\$700
Registration fees: SCLLN, READ San Diego, Butte Co. Tutor Conference	\$8,000	\$0	\$8,000
ALLI brochures to promote refreshed/revised curriculum/program	\$3,000	\$0	\$3,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$20,200	\$4,500	\$24,700
Description: ALLI Boot Camp supplies: Three Boot Camps @ \$333 each = \$1000 ALLI Boot Camp meeting spaces: Three library sites @ \$1500 for three days each = \$4500 (in-kind) Literacy Coordinators' Conference meeting space: \$7500 Tele-Tutoring Supplies: VSee subscription and equipment replacement as needed: \$700 Registration Fees: Underwrite professional development registration fees for coordinators and/or tutors to attend SCLLN, READ San Diego, Butte County Tutor Conference: \$8000 ALLI Brochures: To promote revised and refreshed curriculum and training program to Adult Learners and Coordinators: \$3000			

Budget Category	LSTA	Cash Match & In-Kind	Total
Equipment (\$5,000 or more per unit)			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0
Description:			
Services			
Easy Voter Guide: California League of Women Voters	\$40,000	\$0	\$40,000
Online Tutor Training: Florida Literacy Coalition	\$2,000	\$0	\$2,000
Galecia Group: CLLS website hosting	\$1,200	\$0	\$1,200
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$43,200	\$0	\$43,200
Description:			
Easy Voter Guide: Content development, community review, translation into Spanish, Chinese, Vietnamese, and Korean; graphic design and layout;, free print copies for libraries (including postage), for June 2018 Statewide District Primary Election. Free sub domain and widget for public libraries will be made available.			
Online Tutor Training: Florida Literacy Coalition project to provide online tutor training for up to 10 libraries.			
Galecia Group: to host and maintain the CLLS website previously hosted by and paid for by InfoPeople.			

Project Total	\$194,050	\$120,020	\$314,070
Indirect Cost Rate Applied 10.0 % Indirect Cost	\$19,405	\$0	\$19,405
Check one:			
<input type="checkbox"/> No Indirect <input type="checkbox"/> Federally negotiated indirect cost rate * <input type="checkbox"/> Indirect proposed cost rate *			
* please attach supporting documentation if required			
Description: Indirect cost includes cost for administrative and fiscal staff, workspace, utilities, internet, IT support, office supplies and use of equipment.			
Grand Total	\$213,455	\$120,020	\$333,475

ELEMENT 7: ATTACHMENTS

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

ELEMENT 8: INTERNET CERTIFICATION

Check the Appropriate Library Type

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

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

- A. ☐ **An individual applicant that is CIPA compliant.**
The applicant library, as a public library, a public elementary school library or public secondary school library, has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.
- B. ☐ **Representing a group of applicants. Those applicants that are subject to CIPA requirements have certified they are CIPA compliant.**
All public libraries, public elementary school libraries, and public secondary school libraries, participating in the application have complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. The library submitting this application has collected Internet Safety Certifications from all other applicants who are subject to CIPA requirements. The library will keep these certifications on file with other application materials, and if awarded funds, with other project records.
- C. ☒ **Not Subject to CIPA Requirements.**
The CIPA requirements do not apply because no funds made available under this LSTA grant program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

SIGNATURE

I have read and support this LSTA Grant Application.

Pacific Library Partnerships

Library/Organization

Literacy Initiatives

Project Name

Carol Frost

Library Director Name

Chief Executive Officer

Title

Library Director Signature

Date