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**	**2.**	**Library's DUNS Number**
	California Library Association		10-592-5739

3. **Legal Business Name** *(must match name registered with Federal Employer Identification Number (FEIN))*

California Library Association

4.	**Project Coordinator Name**	**5.**	**Project Coordinator Title**
	Patricia Garone		Project Manager
6.	**Email Address**	**7.**	**Business Phone Number**
	pgarone@cla-net.org		562-277-8168

		City	State	Zip
8.	**Mailing Address**			
	1055 E. Colorado Blvd., 5th Floor	Pasadena	CA	91106

Project Information

9. **Project Title**   Summer @ Your Library: Explore, Learn, Read, Connect

10. **LSTA Funds Requested** $247,654

11. **Cash Match & In-Kind** $33,080

12. **Total Project Cost** $280,734

13. **California's LSTA Goals** *(Check one goal that best describes the project)*

☒ **Literate California**	☐ **Bridging the Digital Divide**
☐ **21st Century Skills**	☐ **Information Connections**
☐ **22nd Century Tools**	☐ **Community Connections**
☐ **Content Creation/Preservation**	☐ **Ensuring Library Access for All**

14. **Primary Audience for project** *(Select all that apply.)*

☐ **Adults**	☐ **Pre-School Children**
☐ **Families**	☐ **Rural Populations**
☐ **Immigrants/Refugees**	☐ **School Age Children**
☐ **Intergenerational Groups (Excluding Families)**	☐ **Senior Citizens**
☒ **Library Staff , Volunteers and/or Trustees**	☒ **Statewide Public**
☐ **Low Income**	☐ **Suburban Populations**
☐ **Non/Limited English Speaking Persons**	☐ **Unemployed**
☐ **People with Disabilities**	☐ **Urban Populations**
☐ **People with Limited Functional Literacy**	☐ **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.

Summer @ Your Library: Explore, Learn, Read, Connect provides resources to help library staff plan, present, and evaluate high-quality summer reading, learning, and meal programs. It consistently results in an exceptional return on investment. In 2016, Summer @ Your Library saw over 800,000 Californians sign up for library-based summer reading programs and over 1.5 million Californians attend summer reading events and activities. California public libraries served over 203,000 summer meals and over 60,000 snacks at 139 sites, helping to keep children and teens nourished and increasing their capacity for learning. Moreover, data collected by the project resoundingly demonstrated the positive impact of these programs: children and their parents felt part of communities of readers and library users; teens made connections; and adults found value and enjoyment at the library. Families at summer meal programs knew they could get help and essential resources at the library and they felt healthy, happy, and safe. Libraries' summer meal successes are featured regularly in the media and professional journals (http://lunchatthelibrary.org/news-events/).

The need for the Summer @ Your Library project is evidenced by the numbers of libraries that use the resources and the children, teens and adults that participate in the programs. Demand for and participation in these programs continues to climb. Summer reading signups are up 30% since 2012. Libraries served 43% more meals in 2016 than in 2015.

California's public libraries address critical needs of young people during the summer. More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities (summerlearning.org). Public libraries increase access to summer learning opportunities by providing summer programs, free of charge, at the heart of the community. 22.9% of California's youth live in food insecure households (kidsdata.org), and six out of every seven students in low-income families who receive free- and reduced-price school lunches lose access to these healthy meals during summer (Food Research and Action Center, 2016). With food and housing insecurity on the rise, now more than ever, free and accessible summer meals can fill significant gaps in the lives of California's children and families. In 2016, 19% of families surveyed by California library staff reported that the library is the only place they get lunch during the summer. With the support of the Summer @ Your Library program, over 1,000 library outlets will present summer programs and 43 library jurisdictions will provide summer meals in over 160 outlets in 2017.

With an LSTA grant for the 2017-18 year, Summer @ Your Library project staff will continue to support libraries' core summer reading programs by providing a summer theme, programming resources, and access to low-cost incentives with our program partner iREAD. In addition, we will increase the capacity of library staff to develop high-quality summer programs through a variety of Summer @ Your Library initiatives: (a) our upcoming series of workshops, trainings, and statewide conversations in 2017-18 will help embed the recently developed Quality Principles and Indicators into library operations and will foster reflective practice and stimulate the development of a palpable community of practice statewide; (b) the One Million Readers campaign will inspire library staff to increase summer reading participation and will provide resources to support partnerships and community outreach; (c) Lunch at the Library, developed in partnership with the California Summer Meal Coalition, will help library staff establish their libraries as successful USDA summer meal sites, and will focus on expanding to new libraries and communities and helping library staff engage underserved families and new partners; and (d) our outcome- and outreach-based evaluation initiative, an ALA Best Practice, will help library staff improve and demonstrate the value of their programs by providing tools for planning, presenting, and reporting on outcome- and outreach-based summer reading programs.

We will also continue to identify and make available programming and outreach models, provide in-person training workshops, maintain two resource-rich websites, and maintain relationships with others working in the field of summer learning to improve libraries' summer programs and strengthen California's position as a leader in public library summer programming. The project's development will be guided by a core team of strategic advisors and the iREAD California committee of children's, teen, and adult services library staff.

Summer @ Your Library will be successful if: (a) increasing numbers of libraries use the project resources; (b) increasing numbers of Californians participate in summer reading, learning, and meal programs; (c) project staff make available replicable programming and communication models; and (d) our evaluation efforts continue to show that California's public library summer programs have a positive impact. The California Library Association is committed to providing support and resources to the library community, and providing programs that benefit California's libraries and the communities that they serve.

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. <u>For section A-F limit responses to four pages.</u>

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).**

The Summer @ Your Library program will provide resources and training, conduct evaluation, and develop partnerships to support and increase the quality, awareness, and impact of California's public library summer reading, learning, and meal programs.

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

* At least 800,000 Californians will sign up for summer reading, moving toward our long-term goal of One Million Readers.

* At least one thousand library outlets will offer summer reading programs.

* Over 160 library outlets in 43 jurisdictions will serve summer meals.

* At least 50 library jurisdictions will present outcomes-based summer reading programs.

* 1,050 summer reading Resource Guides will be provided to California libraries.

* 160 library jurisdictions will plan to use S@YL resources and/or participate in a Summer @ Your Library initiative.

* Nine workshops and 2 webinars will be presented for approximately 430 people:

- 1 pre-conference on developing program quality, community outreach, and evaluation methods;

- 1 workshop on summer programming focusing on the 2018 theme, Reading Takes You Everywhere;

- 3 workshops on implementation of CLA's Quality Standards and Principles;

- 2 workshops that will focus on process-based learning, strategic facilitation, and fostering creative problem-solving presented by Center for Childhood Creativity;

- 1 webinar that will focus on process-based learning, strategic facilitation, and fostering creative problem-solving presented by Center for Childhood Creativity;

- 1 training workshop on presenting summer meal programs;

- 1 training workshop on outreach-based programming;

- 1 webinar on outcomes-based programming.

*Three community Summer @ Your Library conversations will convene library staff by phone to discuss successes, challenges, and best practices, providing peer-to-peer support and opportunities for reflective practice.

* At least 125 library jurisdictions will participate in the One Million Readers Challenge.

* Two resource-rich websites, one for Summer @ Your Library, and the other for Lunch @ the Library, will be maintained.

* Two listservs will facilitate communication for Lunch @ the Library and Summer @ Your library participants.

* Results from the Lunch @ the Library youth development pilot project and the Housing Authority partnership project will be analyzed and presented upon their conclusion in 2017.

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)**

The Summer @ Your Library project has developed a set of outcomes for the field to use when evaluating summer programming.

For participants of Summer @ Your Library programs:

*70% of young children, their parents and caregivers, and school age children will feel a part of a community of readers and library users.

*70% of teens will make connections at the library.

*70% of adults finding value and enjoyment at the library.

For families, children and teens attending Lunch at the Library programs:

*70% of families or individuals know that they can get help and essential resources at the library,

*70% of families or individuals feel healthy, happy, and safe while at the lunch program.

These outcomes demonstrate the value and potential of summer reading and summer meal programs. They are specific enough to generate meaningful data and broad enough to be relevant in the wide variety of California libraries. Outcomes are measured using snapshot surveys issued to program participants in person and electronically from the middle to the end of summer. These evaluation tools can be customized locally and implemented manageably during the busy summer period. Evaluation resources are available at: http://calchallenge.org/evaluation/outcomes/ and http://lunchatthelibrary.org/resources/evaluation-2/

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

The need for high-quality, innovative, and economically viable public library summer programs is ongoing, and CLA is committed to working with the California State Library to continue providing resources that meet the needs of California's diverse communities. CLA will continue to explore and develop partnerships to support public library summer programming. Additionally, CLA plans to explore the possibility of supplemental funding opportunities for Lunch at the Library during the 2017-18 grant year.

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:

* One Summer @ Your Library half-day CLA pre-conference, consisting of presentations, craft sessions, and small-group discussions on quality, programming, outreach, innovation, evaluation and growing a community of practice. (approx. 100 attendees) In-person/program & consultation.

* One Summer @ Your Library session promoting the iREAD Reading Takes You Everywhere summer theme and providing attendees with age-based programming ideas. (approx. 50 attendees) In-person/program.

* Three full-day training sessions designed to help libraries adopt and achieve the quality principles and indicators. Workshops in northern, southern and central California. (approx. 40 attendees per training, 120 atttendees in total) In-person/program & consultation.

* One full-day training on outreach-based programming in southern California. (approx 50 attendees) In-person/program.

* One webinar on outcomes-based programming (approx. 50 attendees) Virtual/program.

* One full-day Lunch at the Library training session. (approx. 35 attendees) In-person/program.

* One webinar presented by the Center for Childhood Creativity will focus on process-based learning, strategic facilitation, and fostering creative problem-solving. (approx. 60 attendees) Virtual/program.

* Two workshops presented by the Center for Childhood Creativity will focus on process-based learning, strategic facilitation, and fostering creative problem-solving. (approx. 40 per training, 80 attendees in total) In-person/program & consultation.

* Three facilitated community conversations to enable library staff to discuss successes and challenges relating to program planning. Phone calls/consultation.

* We will also develop and maintain partnerships with local, state, and national organizations, including the California Department of Education, Campaign for Grade-Level Reading, and Partnership for Children and Youth, to enhance and raise awareness of libraries' summer programs and the Lunch at the Library program. And we will provide information and consultation to library staff in person and via telephone and email, on planning, promoting, and evaluating summer reading programs, and on the variety of Summer @ Your Library initiatives. In-person/consultation.

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 <u>physical, digital, or both</u>)*

☒ 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:

* We will provide libraries with summer planning Resource Guides, in print and digital form, from the Illinois Library Association's iREAD program. Physical and digital.

* California's Summer Reading Advisory Council will create content for the annual, theme-based, summer reading Resource Guide (in partnership with iREAD). Physical and digital.

* Case study reports, analysis, and resources will be created as a result of two pilot programs taking place in summer 2017: a Housing Authority partnership project and a Youth Development Lunch @ the Library project. Digital.

* Reports on program impact will be provided for libraries that participate in the outcomes initiative. Digital.

* We will maintain two resource-rich websites: calchallenge.org, which supports all aspects of S@YL; lunchatthelibrary.org, which helps libraries establish successful summer meal sites. Digital.

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 <u>in-house or third-party</u>)*

      ☒   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:

*We will convene a meeting of Lunch at the Library strategic advisors to evaluate the program and plan for program improvement and expansion (approx. 12 attendees). Retrospective and prospective. In-house.

*We will convene a meeting of Summer @ Your Library strategic advisors to evaluate the program and plan for program improvement and expansion (approx. 12 attendees). Retrospective and prospective. In-house.

*We will survey workshop participants to evaluate the quality and impact of our trainings. Retrospective, in-house.

*We will convene debrief meetings with and gather data from library staff work on the Housing Authority outreach pilot and the Lunch @ the Library Youth Development pilot to assess and evaluate the success of these programs. Results and case studies shared on the projects' websites and listservs. Retrospective, in-house.

* We will conduct site visits to summer reading and Lunch @ the Library programs to deepen and enrich our understanding of the needs of library summer meal sites (collecting anecdotal stories of the successes as well as the challenges that face participating libraries). Retrospective and prospective, in-house.

* Project staff will meet in person in November and bi-monthly by telephone with the iREAD California committee to evaluate the program and plan resources and training. Retrospective and prospective, in-house.

* Project staff and iREAD California committee members will meet in person in November and bi-monthly by telephone with colleagues in Illinois working on the development of the iREAD program. Two committee members will also meet in person with iREAD colleagues at the Illinois Library Association annual conference. Prospective, in-house.

* Project staff will provide evaluation tools and support to help libraries effectively measure the impact of their summer reading and summer meals programs. We will also collect data and create and distribute customized reports to participating libraries.

* All collected data will be shared on project websites and will help us provide better support to libraries in the future. Retrospective, in-house.

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:

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
Disseminate info about S@YL and its initiatives. Develop partnerships	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Update and raise awareness of Lunch @ the Library and Calchallenge website resources.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Lunch @ the Library expansion: recruit new L@tL libraries while supporting current	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Site visits: observing Lunch at the Libary and summer reading and learning activities	x	x											x	x
Develop the Resource Guide with iREAD Summer@ Your Library Advisory Committee		x	x	x	x	x	x	x	x	x	x			
Collect & analyze participation, research, & outcomes data; generate reports		x	x	x	x	x								
Collect and process iRead Resource Guide orders and distribute guides statewide		x	x	x										
Lunch at the Library debrief meetings (one in-person meeting and one by phone)			x	x										
L@tL youth development pilot debrief, Housing Authority pilot project debrief (mtgs)				x										
Lunch @ the Library strategic advisors meeting				x										
In-person iREAD meeting at Illinois Library Association conference				x										
Annual S@YL Preconference, 1 iREAD conference session, & 1 advisory council mtg.					x									
Develop & place online model/resources based on projects/data collected over Summer						x	x	x						
S@YL Quality Standards trainings (x3), Community of Practice conversations (x3)								x	x	x				
Lunch at the Library training workshop								x						
1 Outcomes webinar									x					
1 Outreach workshop /									x					
Recruit libraries to present outcomes-based summer reading programs & provide support									x	x	x			
Center for Childhood Creativity 2 workshops/1 webinar									x	x				

S@YL strategic advisors meeting									x				
Recruit libraries to participate in One Million Readers Challenge & provide resources									x	x	x		
Secure and distribute program incentives from vendors to libraries									x	x	x		
Libraries begin presenting their summer programs											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			
1. CLA Business Manager: $55/hr; 40 hrs	$0	$2,200	$2,200
2. CLA Membership & Special Projects: $40/hr; 25 hrs	$0	$1,000	$1,000
3. Advisory Council members project participation	$0	$18,240	$18,240
5. Library staff attendees at planning and strategic meetings	$0	$8,640	$8,640
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Subtotal	$0	$30,080	$30,080

Description: 1. CLA Business Manager will provide guidance and assume responsibility for the project (2% FTE). 2. CLA Membership & Special Projects Coordinator will provide support and design work.(1.2% FTE) 3. Advisory Council members will guide the development of S@YL, provide training, help to create the Resource Guide, and represent S@YL at the annual ILA conference and in-person iREAD meeting: 608 hours, $30/hour. (29% FTE) 4. 36 attendees, 288 hours, $30/hour (13.8% FTE) coming together to plan, strategize and/or pilot innovative summer programming.

Consultant Fees			
1. Lead consultant 9 meetings/trainings & co-facilitator 1 training	$13,750	$0	$13,750
2. S@YL Project Manager P.Garone: $55/hr; 1248 hrs (60% FTE)	$68,640	$0	$68,640
3. S@YL Project Manager P.Garone: travel (air, car, lodging, meals)	$7,000	$0	$7,000
4. S@YL Administrative Asst: $20/hr; 260 hrs (5 hrs wk) (12% FTE)	$5,200	$0	$5,200
5. S@YL Evaluation, S.Sojoyner: $55/hr; 468 hrs (22%FTE)	$25,300	$0	$25,300
	$0	$0	$0
	$0	$0	$0
Subtotal	$119,890	$0	$119,890

Description: 1.Primary consultant facilitates 3 Quality Principles trainings, Outreach training, Lunch@the Library training, Lunch@the Library debrief, strategic summer planning mtg, strategic Lunch@the Library planning mtg, and 1 outcomes webinar. $1,000/day, $2,000/day for overnight. Co-facilitator at outreach workshop presents on community needs assessment ($750/day) 2. Summer @ Your Library Project Manager leads the management and coordination/expansion of summer reading, learning & meal programs (24 hrs a week). 3. Project Manager travel will consist of 6 site visits to observe reading, learning and meal programs (rural and urban, northern, central and southern), attendance at up to 9 trainings, CLA conference, and L@tL informational mtgs ($7,000). 4. CLA Admin Assistant: provides S@YL reading, learning and meal program support $20/hr: 260 hrs.(5 hrs a week) 5. CLA Evaluation Coordinator, Shana Sojoyner will lead all aspects of Summer @ Your Library project evaluation. $55/hr; 460 hr.

Budget Category	LSTA	Cash Match & In-Kind	Total
Travel			
1. 3 Quality Principles workshops x3 travel ($2500 per workshop)	$7,500	$0	$7,500
2. Lunch at the Library project travel training and debrief	$6,500	$0	$6,500
3. S@YL Librarian advisory group meeting	$1,500	$0	$1,500
4. Librarians' travel to two CCC trainings	$5,000	$0	$5,000
5. Librarians' travel to outreach training	$2,500	$0	$2,500
6. Two advisory council members travel to ILA meeting	$1,500	$0	$1,500
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Subtotal	$24,500	$0	$24,500

Description: 1. Attendee travel for three Quality Principles workshops $2,500 per workshop. $7500 in total. (avg of $65 pp, 120 attendees), 2. Attendee travel to Lunch @ the Library training $3,000 in total, (avg of $85 pp, 35 attendees), L@TL debrief meeting $2000 (avg of $133pp, 15 attendees), L@TL advisory group mtg $1,500 (avg of $150pp, 10 attendees). 3. S@YL advisory group meeting $1,500 (avg of $100pp, 15 attendees), 4. Attendee travel to Center for Childhood Creativity workshops $7,500 (avg of $62pp, 120 attendees), 5. Attendee travel to Outreach training $2500 (avg of $50pp, 50 attendees), 6. Two Advisory Committee members to travel to iREAD meeting at the Illinois Library Association conference $1,500. All travel includes airfares, mileage, ground, meals as needed and booked at the lowest available prices.

Budget Category	LSTA	Cash Match & In-Kind	Total
Supplies/Materials			
1. Summer Reading Resource Guides	$16,500	$0	$16,500
2. Preconference Summer @ Your Library training workshop supplies.	$800	$3,000	$3,800
3. Conference iREAD Summer @ Your Library session supplies	$300	$0	$300
4. S@YL x3 Quality training mtgs and 1 Outreach mtg supplies	$400	$0	$400
5. 2 Center for Childhood Creativity workshops supplies	$200	$0	$200
6. Lunch @ the Library training supplies	$100	$0	$100
7. Working lunch & refreshments for ten workshops/meetings	$10,800	$0	$10,800
8. Shipping of Resource guide and other S@YL materials	$3,750	$0	$3,750
9. Shipping and mailing costs in addition to resource guide	$500	$0	$500
10. Materials to support programming in libraries	$15,000	$0	$15,000
11. Lunch at the Library debrief supplies	$100	$0	$100
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Subtotal	$48,450	$3,000	$51,450

Description: 1. Resource guides will be provided in print, on flash drives, and on CD. 2-6. Supplies include printing of handouts, meeting fidgets to encourage concentration and productivity, flip charts and presentation supplies. (CLA funds will be used for a portion of AV support & working refreshments at the preconference training.) 7. Working lunch & refreshments for 7 trainings/workshops and 3 meetings based on $30 per person (3 Quality trainings, 2 Center for Childhood Creativity trainings, one Outreach training, one Lunch at the Library training, 1 Lunch at the Library debrief mtg, 1 strategic summer planning mtg, 1 Lunch at the Library strategic planning mtg). 8-9. Mailing includes sending over 1,000 Resource Guides and other summer reading-related materials to libraries 10. Programming supplies for 30 summer lunch and learning programs. 11-13. Debrief supplies include printing of handouts, meeting fidgets to encourage concentration and productivity, flip charts and other presentation supplies.

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: na

Budget Category	LSTA	Cash Match & In-Kind	Total
Services			
1. CSMC-ILG for work on Lunch @ the Library	$14,300	$0	$14,300
2. Center for Childhood Creativity	$18,000	$0	$18,000
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Subtotal	$32,300	$0	$32,300

Description: 1. California Summer Meal Coalition/Institute for Local Government (ILG) staff will provide technical assistance to libraries to assist them in maintaining effective relationships with meal providers, promotion support, partnership development with local agencies, and troubleshooting meal program operation issues. ILG will conduct up to eight site vists and provide technical assistance to libraries, working in coordination with the California Library Association.

2. Center for Childhood Creativity will present one hour-long webinar and two "in-depth" hands-on and interactive half-day workshops (one workshop to take place in northern California and the other in southern California). The workshops and webinar will focus on process-based learning, strategic facilitation, and fostering creative problem-solving.

	LSTA	Cash Match & In-Kind	Total
Project Total	$225,140	$33,080	$258,220
Indirect Cost Rate Applied 10.0 % **Indirect Cost**	$22,514	$0	$22,514

Check one:

☐ No Indirect   ☐ Federally negotiated indirect cost rate *   ☒ Indirect proposed cost rate *

* please attach supporting documentation if required

Description:

	LSTA	Cash Match & In-Kind	Total
Grand Total	**$247,654**	**$33,080**	**$280,734**

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.

California Library Association	Summer @ Your Library: Explore, Learn, Read, Connect
Library/Organization	**Project Name**

Beth Wrenn-Estes	Business Manager
Library Director Name	**Title**

 | 05/01/17
--- | ---
Library Director Signature | **Date**

Summer @ Your Library Quality Principles

Summer @ Your Library in California is a time of celebration, community-building, playing, learning, and reading. The California Library Association's quality principles and indicators have been developed to showcase Summer @ Your Library in California and to help library staff demonstrate and maintain the value and impact of their programs.

We invite libraries to use CLA's new Summer @ Your Library quality principles and indicators to:
- set summer reading goals and plan summer reading activities;
- communicate desired goals and program impact to stakeholders; and
- demonstrate strategies for developing and maintaining quality programs.

Quality Principles and Indicators

1. Summer @ Your Library builds strong communities
Quality indicators:
1a. The program offers opportunities for community members to get involved in activities that benefit the community.
1b. Staff engages community partners to enrich program offerings and increase the visibility, credibility, and reach of the library's efforts.
1c. Staff offers elements of the program in locations beyond the walls of the library in order to reach as many people as possible.
1d. All staff contribute to the program.

2. Summer @ Your Library provides opportunities for learning
Quality indicators:
2a. The program includes a variety of activities that engage people who have different learning styles and interests.
2b. Activities are designed with specific learning objectives in mind.
2c. The program offers learning opportunities that are fun, inspirational, and informational.
2d. The program encourages self-directed learning, discovery, and creativity.

3. Summer @ Your Library celebrates reading and literacy
Quality indicators:
3a. The library advocates that all reading is good reading.
3b. The library enables people to set and meet individual reading and literacy goals.
3c. The library connects people with a rich and diverse collection of reading materials in a variety of formats.
3d. The library offers activities that extend the reading experience.

4. Summer @ Your Library is designed to reach and engage everyone
Quality indicators:
4a. The program has something for all ages and all demographic groups in the community.
4b. The program is responsive to the cultures, languages, abilities, and other diversities in the community.
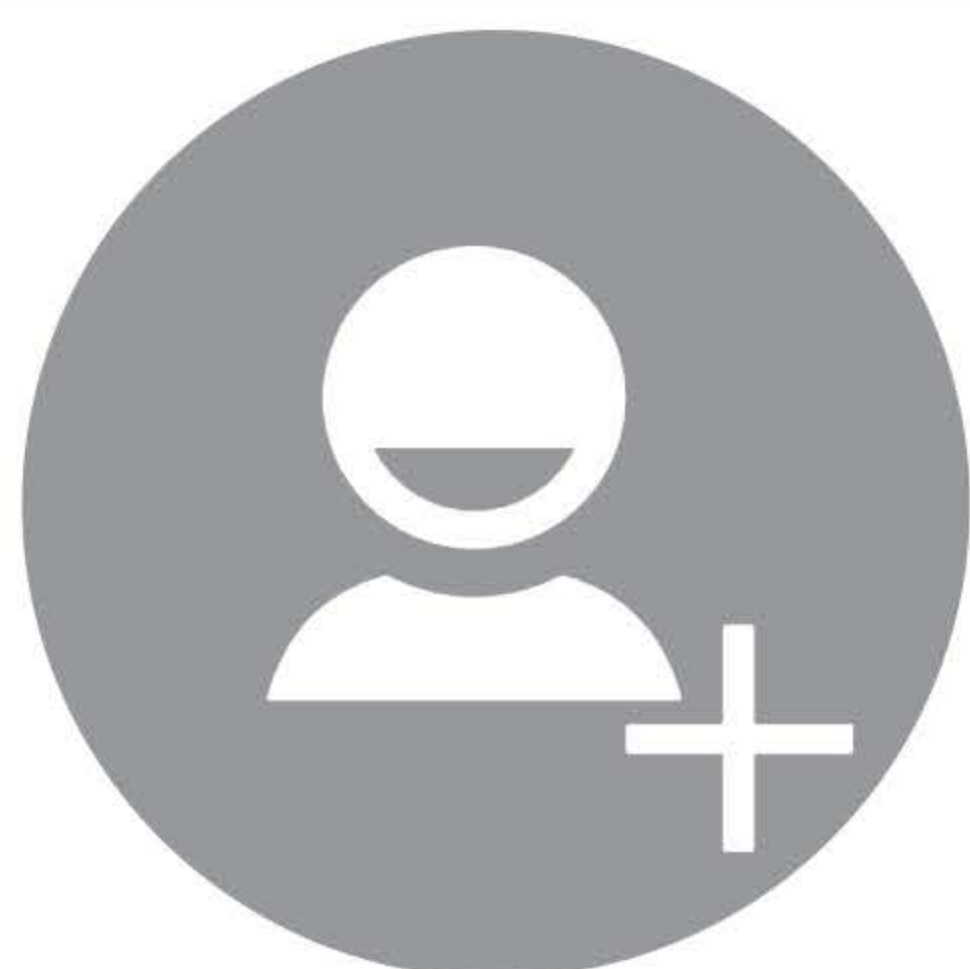4c. The staff makes a special effort to reach people who have not previously taken part in the summer program.
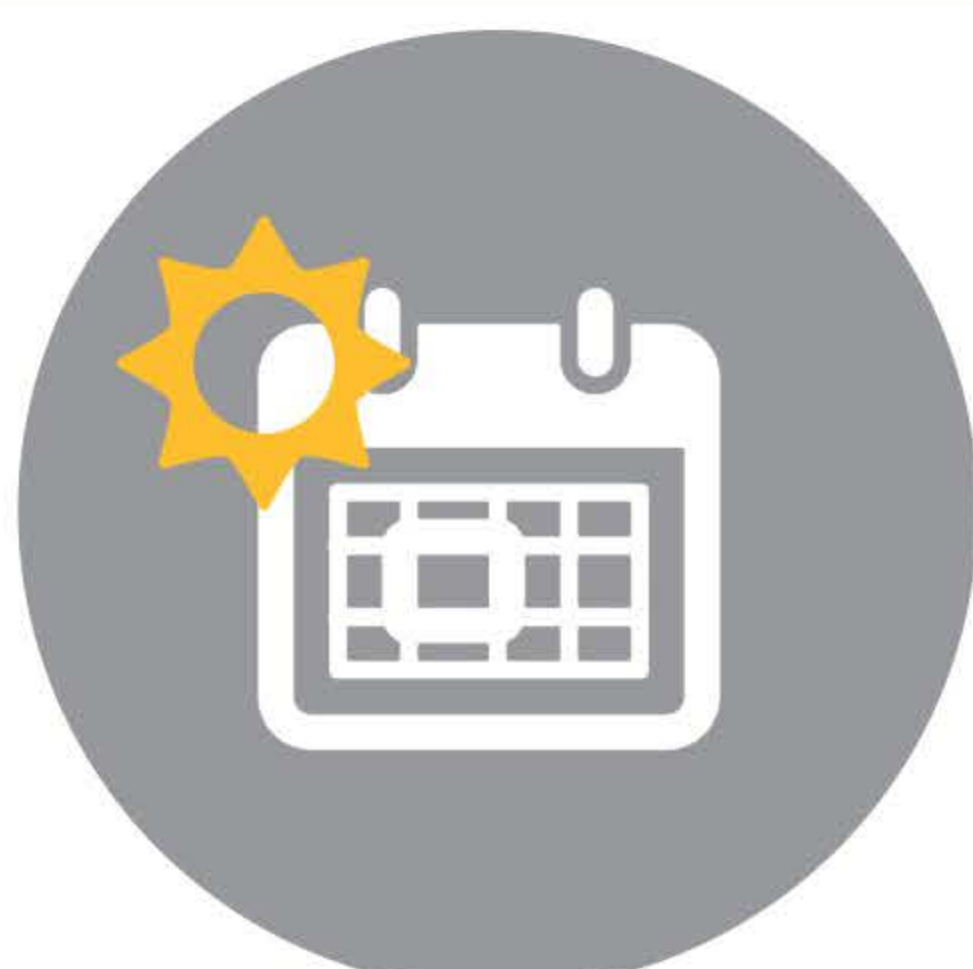
2016

Summer @ Your Library
Explore, Learn, Read, Connect

calchallenge.org

801,000
Signed up for a public library summer reading program

1.5 million
Attended summer reading events and activities

"Thank you for offering this program. It's fun and it makes me want to read more during the summer."

- Summer reading program participant

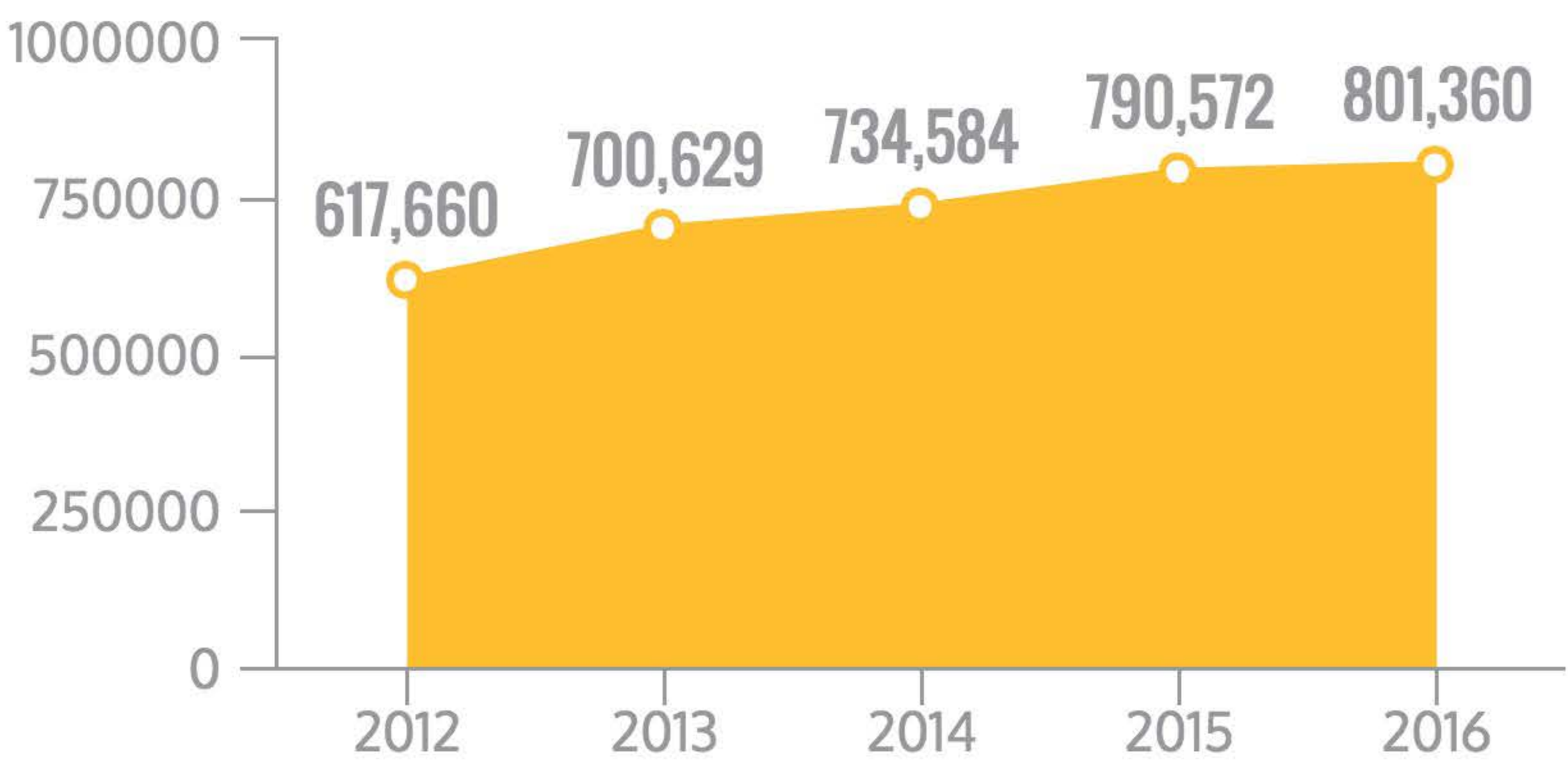Summer reading participation data was submitted by 169 of California's 184 public library jurisdictions.
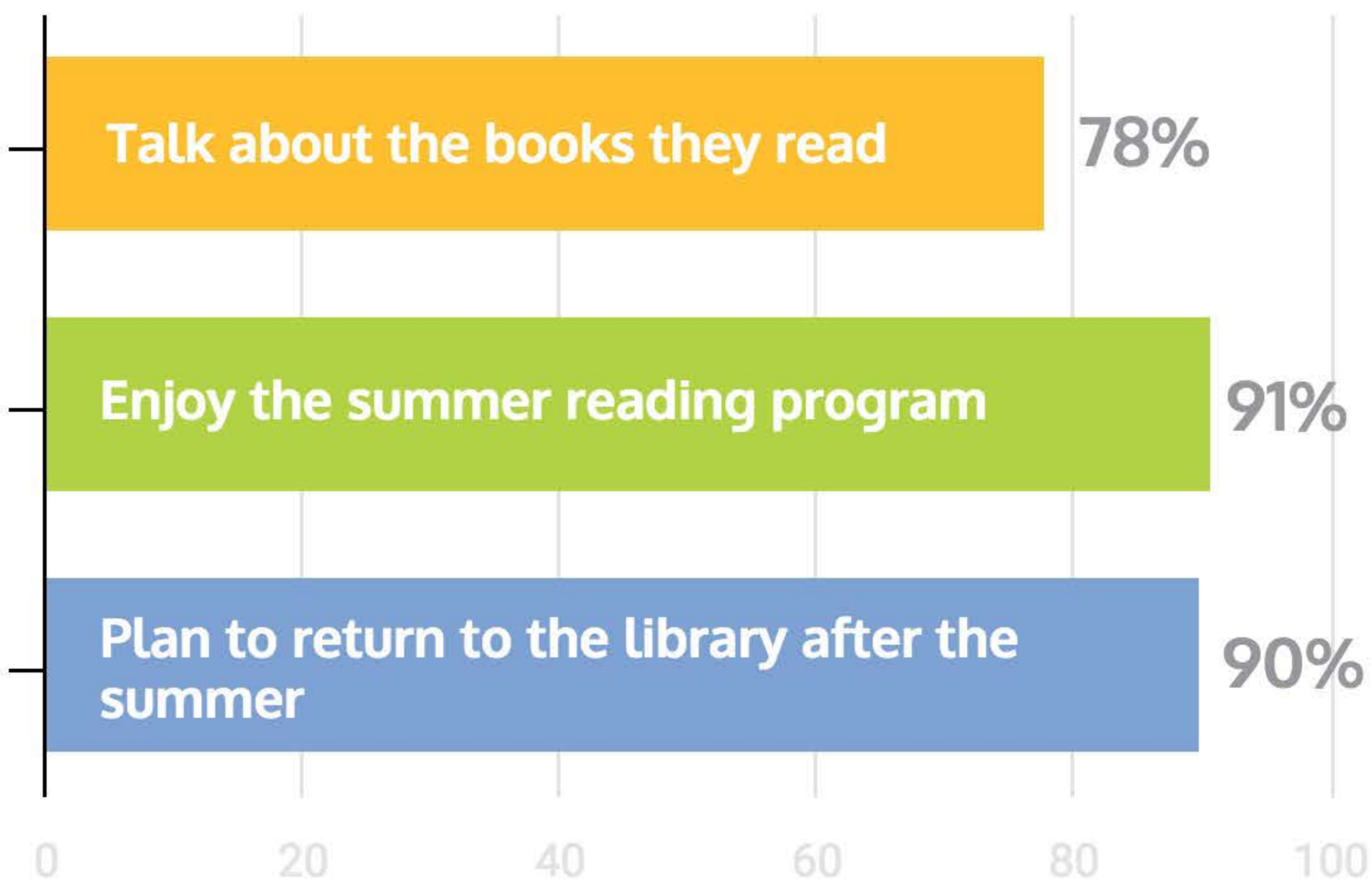
👍 Children who read, succeed!

California Summer Reading Sign Ups

⬆ **30%**
Increase in sign ups from 2012 to 2016

Year	Sign Ups
2012	617,660
2013	700,629
2014	734,584
2015	790,572
2016	801,360

Chart axis: 0, 250000, 500000, 750000, 1000000

Children who take part in Summer Reading...

Talk about the books they read	78%
Enjoy the summer reading program	91%
Plan to return to the library after the summer	90%

10,918 children completed summer reading surveys in 28 public library jurisdictions.

Teens and Adults who take part in Summer Reading...

Feel welcome at the library	96%
Enjoy spending time at the library during the summer	93%
Plan to return to the library after the summer	92%
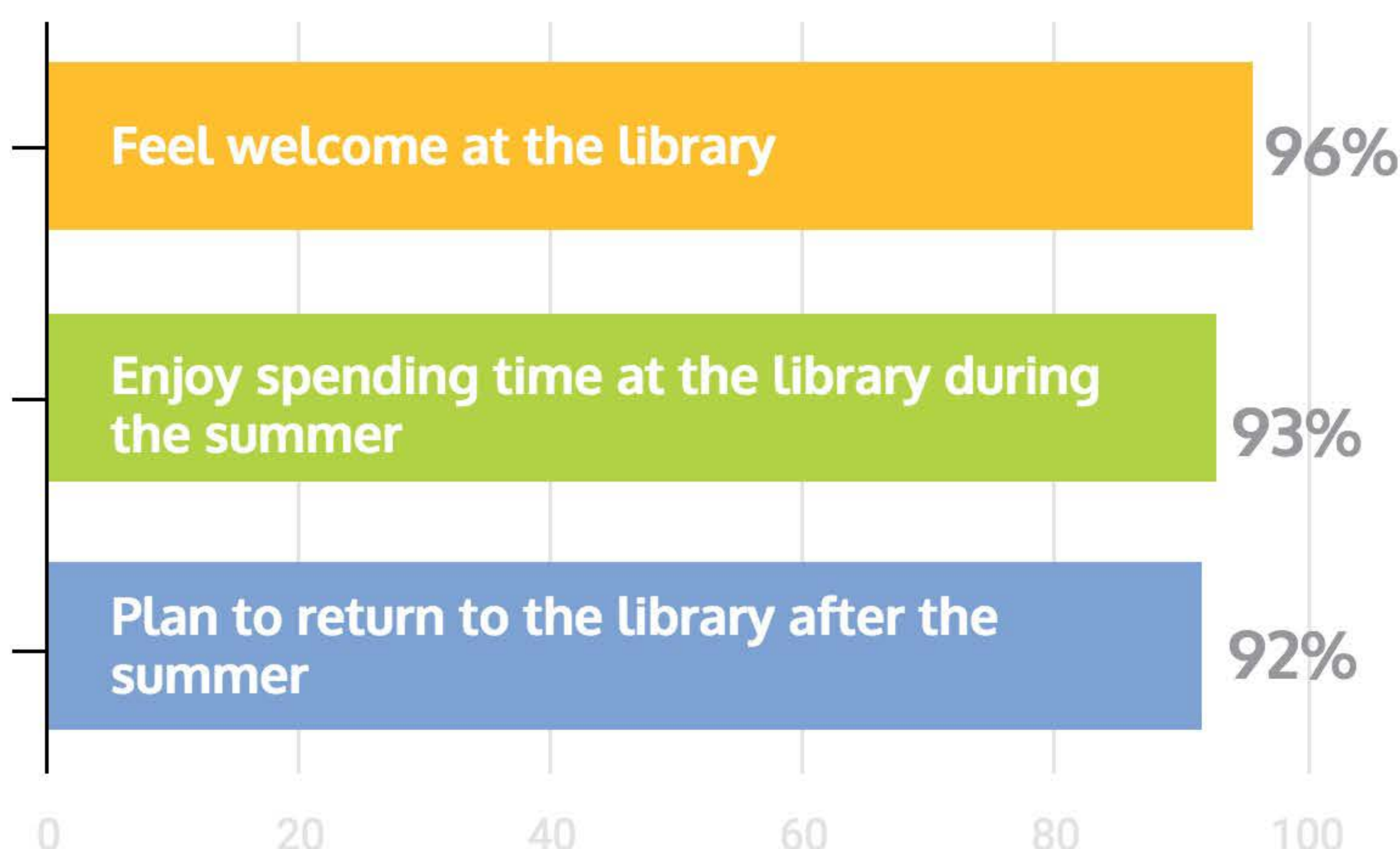
3,445 teens and adults completed new summer reading surveys in 6 public library jurisdictions.

CALIFORNIA LIBRARY ASSOCIATION

CALIFORNIA SUMMER MEAL COALITION

LUNCH AT THE LIBRARY
2016

California's public library summer meal programs provide children and teens with continued access to free, healthy food and learning opportunities essential to their development while school is out.

203,000
Meals served to children and teens by California public libraries at 139 sites in 2016

↑ **43%**
increase in number of meals served over 2015 (142,000)

19%
of families who participate in Lunch at the Library programs don't get lunch anywhere else but the library

"I'm grateful... without this program I wouldn't have enough food."

- Lunch at the Library Participant

Families who participate in Lunch at the Library know they can get help and essential resources at the library:

90% know they can find books and things to borrow at the library →

75% know they can find access to computers →

66% know they can find people to help them →

Families who participate in Lunch at the Library programs also feel healthy, happy and safe at the library:
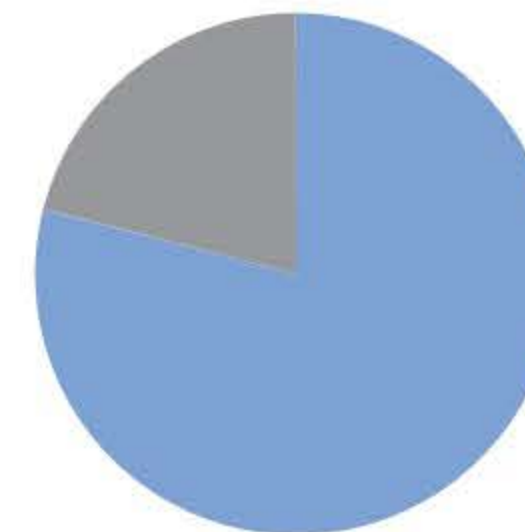
66%
Feel good about themselves
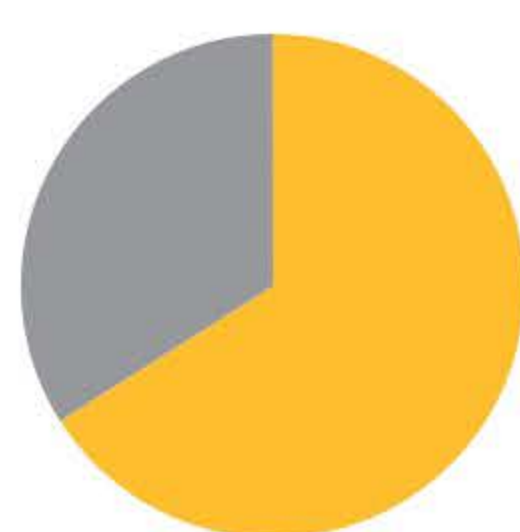
60%
Feel safe
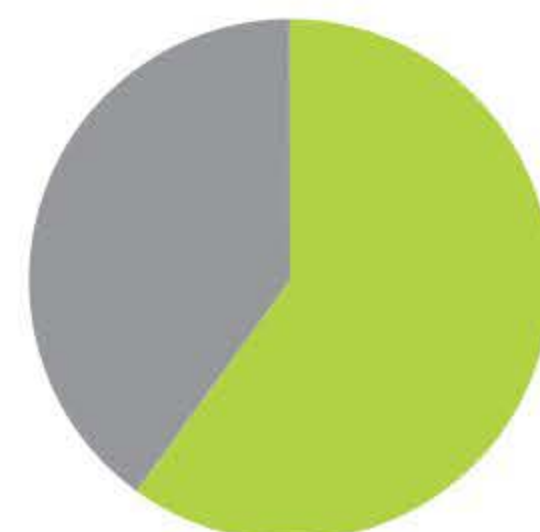
79%
Feel Happy

In 2016, 5,147 people in 73 libraries completed surveys.

Library summer meal programs have helped:

- Support the physical, emotional, and developmental health of low income children in the community.

- Engage children and youth in summer reading programs and other library programming.

- Provide community service opportunities for youth.

- Provide a safe and trusted community space for children and their families to go when school is out.

- Provide families with access to technology and other community resources and services.

Lunch at the library: examination of a community-based approach to addressing summer food insecurity

Janine S Bruce*, Monica M De La Cruz, Gala Moreno and Lisa J Chamberlain
Stanford University School of Medicine, 1265 Welch Road, X240, Stanford, CA 94305, USA

Abstract

Objective: To examine a library-based approach to addressing food insecurity through a child and adult summer meal programme. The study examines: (i) risk of household food insecurity among participants; (ii) perspectives on the library meal programme; and (iii) barriers to utilizing other community food resources.
Design: Quantitative surveys with adult participants and qualitative semi-structured interviews with a sub-sample of adult participants.
Setting: Ten libraries using public and private funding to serve meals to children and adults for six to eight weeks in low-income Silicon Valley communities (California, USA) during summer 2015.
Subjects: Adult survey participants (≥18 years) were recruited to obtain maximum capture, while a sub-sample of interview participants was recruited through maximum variation purposeful sampling.
Results: Survey participants (*n* 161) were largely Latino (71 %) and Asian (23 %). Forty-one per cent of participants screened positive for risk of food insecurity in the past 12 months. A sub-sample of programme participants engaged in qualitative interviews (*n* 67). Interviewees reported appreciating the library's child enrichment programmes, resources, and open and welcoming atmosphere. Provision of adult meals was described as building community among library patrons, neighbours and staff. Participants emphasized lack of awareness, misinformation about programmes, structural barriers (i.e. transportation), immigration fears and stigma as barriers to utilizing community food resources.
Conclusions: Food insecurity remains high in our study population. Public libraries are ideal locations for community-based meal programmes due to their welcoming and stigma-free environment. Libraries are well positioned to link individuals to other social services given their reputation as trusted community organizations.

Food insecurity (FI) in the USA is a leading public health challenge in terms of the national scope and severity of consequences[1]. During the Great Recession families throughout the country reported unprecedented rates of FI[2]. In 2015, 12·7 % of US households (15·8 million households) were food insecure at some time during the year, meaning that individuals experienced limited or uncertain access to adequate food as a result of lack of money and other resources. Approximately 6·3 million of these food-insecure households experienced 'very low' food security, resulting in individuals going hungry or skipping meals[3]. Some households are at higher risk for FI, including those with incomes near or below the federal poverty level, Black and Hispanic households[4], and households headed by a single parent[3], individuals with low education[5] or immigrant mothers[6].

The Great Recession had a disproportionate impact on children, as the fractions of children living in poverty and in food-insecure households increased markedly[2]. In 2015, 7·8 % of households with children (3 million households) were food insecure, with parents reporting lack of access to resources to provide adequate, nutritious food for their children[3]. When compared with childless households, those with children were nearly twice as likely to be food insecure[7]. Among children who experienced 'very low' food security, parents or guardians often cited occasions when children went hungry, skipped meals or did not eat for the whole day because the household/family could not afford enough food[2,8]. While recovery from the recession is beginning to be felt across the USA, FI among children remains persistently high[9,10].

FI among children has been shown to be associated with poor physical and behavioural outcomes such as inadequate intakes of important nutrients[11,12], cognitive developmental delays[13–15] and psychosocial dysfunction[14–16]. Children who are food insecure suffer from poor overall health[17,18]

that has lasting effects into adulthood[7,19]. Additionally, household FI has been demonstrated to increase the risk of maternal mental health problems including depression, stress and anxiety, poor physical health, and current or past substance use[9,20–22]. These negative outcomes for mothers can in turn have a detrimental impact on children, amplifying the consequences of FI on entire families[23].

The US government recognizes the importance of preventing FI in children. Multiple national nutrition assistance programmes have been created to provide essential safety nets for children and families. One of the most prominent and important nutrition safety-net programmes for children is the National School Lunch Program (NSLP), created in 1946, that serves approximately 32 million children annually[7,24,25]. Among children participating in the NSLP, many live in low-income households and qualify for free (<130 % of the federal poverty level) or reduced-price meals (130–185 % of the federal poverty level)[26].

Unfortunately, this programme is not reaching all of the children in need, particularly during the summer months when children have decreased access to free and reduced-price meals, and child FI rates increase as caregivers struggle to stretch limited budgets during the break[8,25,27]. The federal Summer Food Service Program (SFSP) was established in 1975 to bridge the summer meal gap by reimbursing providers (i.e. schools, non-profit agencies, camps, etc.) for providing lunches and snacks to low-income eligible children during the school break[28]. Despite widespread utilization of free and reduced-price meals during the school year, only 3·8 million children participated in summer meal programmes in 2014[28], highlighting the difficulty of reaching children during the summer[29].

Library-based meal programmes

Emerging evidence suggests the role of public libraries in providing essential social services during periods of recession. Libraries play a vital role in helping individuals and communities by providing access to information, resources and support during periods of economic hardship[30,31]. They are trusted community organizations[31,32] with a mission to cultivate healthy minds and healthy bodies[33]. They are flexible to community needs, responding to changing social issues and demands[31]. To address summer FI, libraries across the country began serving lunches to low-income children throughout the summer, with one of the earliest documented programmes starting at an Oakland (California) public library in 2011[34]. Given that libraries are natural places where children and families congregate during the summer to participate in summer enrichment programmes, to utilize resources and in some cases to avoid the heat[29], serving meals is a natural extension of their mission. Over the last several years, the number of library meal sites has increased and participation by children has gone up exponentially[29].

Despite the growing involvement of libraries in providing meals to low-income children, no current studies examine the role of library-based meal programmes in addressing FI. While a majority of community-based meal programmes offer only child meals due to SFSP eligibility restrictions, the present study focused on libraries that utilized SFSP funding for child meals but also leveraged private funding to provide adult meals as well. The aim of the study was to: (i) screen for risk of FI among meal programme participants; (ii) gain participants' perspectives on the library meal programme; and (iii) examine barriers to accessing and utilizing other community food resources.

Methods

Quantitative and qualitative methods were used to examine the meal programmes at ten library sites located in high-poverty areas in Silicon Valley in California. Each library was deemed eligible to participate in the SFSP based on US Department of Agriculture eligibility requirements, which stipulate that '50 % or more of children residing in the area must be eligible for free or reduced-price meals'[28]. In addition to using SFSP funding to provide unlimited child meals, participating libraries also used private funding from the local children's hospital and food bank to provide adult meals during lunchtime. Outreach for the meal programme included recruiting through libraries, word of mouth, and in some cases flyers distributed through schools prior to the end of the school year.

Quantitative data collection and analysis

From June to August 2015, adult meal programme participants (≥18 years old) were recruited by library staff to complete an anonymous self-administered survey in English, Spanish or Vietnamese. The aim was to obtain maximum capture across each of the ten library sites. However, it should be noted that meal programme participants were not individually tracked through the lunch programme, so a standard sample size and response rate were not able to be determined. Surveys were distributed multiple days during the data collection period to give participants many opportunities to complete the voluntary survey. Child meal programme participants were excluded from the study.

The surveys were designed to obtain participant demographic data, screen for the risk of household FI, assess meal programme utilization, and examine access and utilization of other community-based food resources (i.e. pantries, hot meals and public safety-net programmes such as the Supplemental Nutrition Assistance Program (SNAP)). Demographic questions were adapted from the California Health Interview Survey[35] and a validated two-item screener was used to determine risk for FI in the last 12 months[36]. Participants were considered at risk for FI

if they answered affirmatively to one or both of the FI questions. The research team and community stakeholders developed and pilot-tested the remaining access and utilization questions before professionally translating and administering the surveys. Survey data were analysed using the statistical software package IBM SPSS Statistics© Version 24.0. Data were stratified by ethnicity, household type and education to determine possible associations between risk for FI and participant characteristics using the χ^2 test of independence.

Qualitative data collection and analysis

A sub-sample of survey participants was asked to voluntarily participate in anonymous one-on-one interviews from July through August 2015. A semi-structured interview guide was developed to examine the primary domains covered in the survey and to elicit a more in-depth examination of participants' perceptions on the library-based meal programme.

Given the potential heterogeneity of programme participants, maximum variation purposeful sampling was used to capture a range of common perspectives and experiences[37]. This involved library staff recruiting a wide range of programme participants to be interviewed, including adults attending the meal programme with or without children, and individuals with regular or sporadic attendance. Interviews were conducted on varying days of the week and times throughout the summer to allow for as diverse a sample as possible, with participation limited to approximately six individuals per site. Interviews lasted 20–30 min and were conducted in English, Spanish or Vietnamese based on participant preference. Interview participants received a $US 15 Target gift card for participating.

English interviews were audio-recorded and transcribed verbatim by a transcription service. Spanish and Vietnamese interviews were also audio-recorded, transcribed and translated by members of the analysis team. Coding software (Dedoose©) was used to organize data and facilitate the analysis process[38]. A codebook was developed inductively and subsequently applied to the transcripts by the research team through an iterative process of reviewing and highlighting coded excerpts to identify relevant themes for each broad topic area[39–41]. The coders obtained a final inter-rater reliability Cohen's κ score of 0·85. The research team then analysed the coded data to identify emergent themes. Multiple themes were similarly generated through an iterative process among the analysis team and representative quotes identified[42]. The incorporation of multiple perspectives throughout the critical review process was designed to assess and check the potential influence and biases of the study authors and to strengthen the interpretation and credibility of the data[43].

Given the anonymous nature of the surveys and interviews, a waiver of documentation for consent was granted by the Stanford Institutional Review Board. During recruitment, participants received a study information sheet in English, Spanish or Vietnamese and provided verbal consent to participate.

Results

In 2015, the ten participating Silicon Valley libraries held meal programmes during the lunch period five days per week for six to eight weeks during the summer break. The libraries provided meals to children, their accompanying parent(s) and other adults not accompanied by a child. During this period approximately 18 000 meals were served to children (12 600 meals) and adults (5600 meals) across the participating libraries.

Quantitative survey findings

Survey participants (n 161) completed the surveys in English (57 %), Spanish (39 %) or Vietnamese (4 %). The majority of participants self-identified as Latino/Hispanic (71 %) or Asian (23 %). Most participants reported living in two-parent/adult-led households (78 %) followed by single-parent/adult-led households (15 %), with only a small number reporting that their households were headed by a grandparent or other guardian (7 %). Only fifteen (9 %) survey participants reported that they did not have children living in their household, suggesting that very few participants were adults not accompanied by a child. Thirty-three per cent of survey participants noted that the head of their household had either a bachelor's or graduate degree, which contrasted with nearly one-quarter of participants who had completed some high school or less (23 %; Table 1).

Food insecurity and utilization of community food resources

Forty-one per cent of participants screened positive for risk of FI at some time in the past 12 months. There were statistically significant ($P \le 0·05$) relationships between risk of FI and race/ethnicity, household type and number of adults in the household. Among those at risk for FI, the vast majority (85 %) were Latino/Hispanic. Sixty-seven per cent of those at risk for FI were from two-parent households and 25 % were from single-parent households. Most food-insecure participants were from households with two adults (61 %) present. FI status was not significantly correlated with participant education level; however, 21 % of those who were food insecure did hold a bachelor's or graduate degree (Table 1).

The majority of participants attended the library meal programme regularly. Forty-three per cent of participants attended the lunch programme 1–2 d/week, 27 % attended 3–4 d/week and 21 % attended every day. The vast majority of participants reported that they did not experience any barriers to attending the library meal programme. Additionally, we surveyed participants' knowledge and use of food resources within the community. Thirty per cent knew of places to get hot meals, pantry items or fresh

Public Health Nutrition

Table 1 Characteristics and food insecurity among library meal programme participants from low-income communities in Silicon Valley, California, USA, summer 2015

| | Total | | Household food security status (last 12 months) | | | |
| | | | Food secure | | Food insecure | |
	n	%	*n*	%	*n*	%
	(*n* 161)				(*n* 158)	
			93	59	65	41
Survey language preference	(*n* 161)					
English	92	57	–	–	–	–
Spanish	62	39	–	–	–	–
Vietnamese	7	4	–	–	–	–
Race/ethnicity*	(*n* 157)				(*n* 154)	
Latino/Hispanic	111	71	58	62	52	85
Asian	36	23	28	30	6	10
White	6	4	3	3	3	5
Black/African American	4	2	4	4	0	0
Household type*	(*n* 157)				(*n* 154)	
Two-parent/adult led	123	78	80	86	41	67
Single-parent/adult led	24	15	9	10	15	25
Grandparent or other guardian led	10	7	4	4	5	8
Number of children in household	(*n* 157)				(*n* 154)	
0 children	15	9	8	9	7	11
1–3 children	125	80	74	80	48	78
4–6 children	17	11	10	11	7	11
Number of adults in household*	(*n* 153)				(*n* 150)	
1 adult	23	15	7	8	16	26
2 adults	99	65	59	67	38	61
3 or more adults	31	20	22	25	8	13
Education	(*n* 151)				(*n* 149)	
Some high school or less	35	23	17	20	17	27
High-school diploma or GED	42	28	23	26	19	31
Some college	24	16	11	13	13	21
Bachelor's or graduate degree	50	33	36	41	13	21

GED, General Educational Development.
Some totals do not equal the total sample size due to differences in response rates.
*Statistically significant at $P \leq 0.05$.

produce in their community, but among this group only 68 % had used these resources in the past. We also asked about participants' knowledge and use of SNAP. While the majority of participants knew of SNAP (71 %), only 21 % were enrolled and 16 % indicated that they were ineligible at the time of the survey (Table 2).

Qualitative interview findings

A sub-sample of sixty-seven adults (accompanied by children and without children) attending the meal programme participated in qualitative interviews conducted in Spanish (54 %), English (42 %) and Vietnamese (4 %). Participants were primarily Latino/Hispanic (67 %), with a small proportion of Asian (16 %) and White (8 %) individuals. Seventy-six per cent of interviewees lived in two-parent households, 13 % in single-parent households and 11 % in homes without children. The interview participants were demographically consistent with the survey participants.

Domain 1. Library meal programme
Theme 1: Libraries provide an open and welcoming atmosphere. When asked to share overall perceptions of the library meal programme, participants highly valued the 'openness' of the library. Many noted that they appreciated that the library was open to all and there were no requirements that needed to be met to participate. One Latina female participant noted, 'It's a relaxing place to be. I like that it's open to everybody and there's so many resources here available for everybody. It's a nice place to come to.' Additionally, participants cited the welcoming atmosphere fostered by library staff, which reinforced the 'openness' of the library and strengthened the overall perception of the programme. Participants specifically appreciated the friendly and respectful atmosphere conveyed by the library staff (Table 3).

Since the library meal programmes in the present study provided meals to both children and adults, participants discussed an overall feeling of inclusiveness as a result of the adult meals. Parent and adult participants valued the ability to eat with children and other community members. Parent participants specifically noted that eating with their children strengthened family bonds. Even adult participants who did not have children appreciated the family atmosphere that the library meal programme fostered.

A few participants described the library as feeling like 'home' when they were there, particularly with all of the

Table 2 Library meal programme participation and utilization of community programmes among participants from low-income communities in Silicon Valley, California, USA, summer 2015

	n	%
Library meal programme participation		
Estimated weekly attendance	(*n* 160)	
Every day	34	21
3–4 d/week	43	27
1–2 d/week	69	43
Did not regularly attend programme	14	9
How participants learned about programme (multiple sources selected)†	(*n* 159)	
Flyer from child's school	20	–
Flyer from library	63	–
Flyer from community agency	8	–
Heard from friends	52	–
Library website	10	–
Other source	30	–
Barriers to programme participation (multiple barriers selected)†	(*n* 158)	
No barriers	124	–
Getting to site was difficult	3	–
Lunch times were inconvenient	9	–
Inability to stay and eat	5	–
Did not like food offered	8	–
Other difficulties	17	–
Knowledge and utilization of community programmes		
Knowledge of other food programmes (i.e. pantries, hot meals, etc.)	(*n* 154)	
Yes	47	30
If yes (knowledgeable), past use of other food programmes	32	68
Knowledge of SNAP	(*n* 156)	
Yes	110	71
Enrolled in SNAP	(*n* 159)	
Yes	33	21
No	101	63
Ineligible	25	16

SNAP, Supplemental Nutrition Assistance Program.
Some totals do not equal the total sample size due to differences in response rates.
†Determination of percentages not applicable.

children around. In the words of one female participant, 'I enjoy being with the children. I feel like I'm home, at this particular branch.' Another participant enjoyed that the library provided an atmosphere where people from the community could come together to teach and learn from one another: 'We meet here. It's like [a] home away from home [like] your house.'

Theme 2: Enrichment programmes in conjunction with meals is a strength. Participants noted the benefit of coming to the library for the many different services and resources that it offers. While the participating library meal sites varied in terms of the specific programmes offered to children and adults, most participants acknowledged that the library was a place that they came to read, check out materials, use the computer, engage their children in literacy activities, and in some cases have their children participate in structured summer camps.

The enrichment programmes provided at the library offered opportunities to engage children while preventing summer learning loss. While only a few participants said that they came to the library specifically for the meal programme, once at the library, they enjoyed the many resources that the library had to offer.

Parent participants specifically appreciated the opportunity the library provided for their children to socialize with other children. Parents also felt that coming to the library for the enrichment programmes and the lunch was a way to get their children 'out of the house' and participating in active play and socialization with other children in the community. Such interactions were seen as a chance to help prepare children for other similar social interactions in their future.

Some adult participants not attending the meal programme with children valued the social interaction during the meals. They appreciated the chance to be around other adults during the meal programme and to develop social networks with other community members and neighbours.

Theme 3: Libraries are valuable resource hubs. Libraries were seen not only as a place to build community, but also as a place to obtain valuable resource information. Some participants noted that the library is a place they go to obtain information regarding community resources, events, classes and enrichment programmes. Libraries were believed to offer much more than traditional library resources such as books, videos and computers. Libraries were viewed as a central place in the neighbourhood to congregate and gain access to needed information and resources, particularly for those without other standard means of gaining information.

Theme 4: Economic benefit of library meal programme. Many participants appreciated the economic benefits of attending the library meal programme. They believed the meal programme provided an economic support to the community at large and they appreciated that the programme was open to everyone. Some noted how other community-based meal programmes are limited to children or have specific requirements for participation. Many participants discussed the ways in which it had helped them 'stretch their budget' during the summer break. Having to pay for fewer meals during the summer was viewed as a way to divert savings to other household or family needs.

Domain 2. Access to and utilization of other community food resources
Theme 1: Lack of awareness about community food resources. Similar to survey findings, some participants noted a lack of awareness of available community food resources such as food pantries, hot meals and public safety-net programmes (i.e. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) and SNAP). When asked to describe where people in the community seek additional food assistance, several participants noted that they did not know of places to go or how to obtain services or resources. There was also a perceived lack of awareness regarding which programmes

Table 3 Themes and representative quotes among library meal programme participants (*n* 67) from low-income communities in Silicon Valley, California, USA, summer 2015

Domain 1. Library meal programme
  Theme 1: Libraries provide an open and welcoming atmosphere
    'The way this community is served, this branch, serves the community. I understand that this is different than the other one. But it's good so far … Personally I like the way that this branch treats the people, the community.' (Latina/African American female participant)

    'I think it's a turn off when parents aren't allowed to also enjoy the meal with their children. It's a communal thing. So that was what I was talking about and here, it seems like it's open for everybody and there's no age bracket. It's just open.' (Asian female participant)

  Theme 2: Enrichment programmes in conjunction with meals is a strength
    'I am thankful for the lunch but for me, the most personally important [aspect] is the programme, so that the child is not watching too much television, that he shares more with other children and he learns how to live with different children that are not his classmates, that he can take hold of different experiences and every day would be something different, but I'm thankful also for the lunch [programme].' (Latina female participant)

    'There are programmes to come to read [and to] learn the computer … The children play with each other. So when they go to school in the future, they'll be more comfortable. At home they're very sad. I come here for those reasons and for them to eat together with the free lunch programme. The children have an opportunity to be together, talk to each other, and eat together.' (Vietnamese female participant)

  Theme 3: Libraries are valuable resource hubs
    'There are many resources but many people don't know about it. Here in the library is my point of … information, the library, so I've learned through the library … of health, food, of everything, this is my point of reference, and I think that any library has this, but this is mine specifically.' (Latina female participant)

  Theme 4: Economic benefit of library meal programme
    'I like that it is a service that they give to the community for nothing, without a fee, or anything. It is a service and helps many parents, like there is a mother who brought her four kids! It also saves me money when I can take fruits and vegetables. It helps me economically.' (Latina female participant)

Domain 2. Access to and utilization of other community food resources
  Theme 1: Lack of awareness about community food resources
    'Having the family become aware that these specific programmes are there for them. Regardless of their ... legal status here, or their gender or their race. Some of them are not really informed. They [families] are very … secluded [isolated from resources].' (Latina/African American female participant)

  Theme 2: Incorrect information about existing resources and programme eligibility
    'I had heard on the radio how it is easier to qualify for SNAP than before. I was trying to tell her [a friend] what I had heard ... [and] she said, "Oh, well, someone told me … [that I won't qualify for food stamps]" … What I have gathered from the conversations is that [people] don't try hard enough to go and know [learn about resources] for themselves. They just believe whatever the neighbour says about how things work.' (Latina female participant)

  Theme 3: Structural and economic barriers to programme access
    'I have many friends that, well I see that the rent has increased a lot, and honestly ... sometimes they say "no you don't qualify for food stamps" [SNAP] because you earn too much, and that might be reflected in the cheque but ... in reality … you have to pay for housing, there's a ton of things.' (Latina female participant)

    'I think I would qualify for the WIC [programme], but I didn't really want to do it [apply] because they said you have to come, give an exam, [and] they have to measure the kids or something. I don't know, it just didn't feel comfortable, maybe it's not for me … I just didn't want to do that.' (White female participant)

  Theme 4: Immigration fears and stigma associated with programme utilization
    'I've heard about [SNAP] but my husband doesn't want us to get them [benefits] because he thinks it will be harder to get [immigration] papers … I come here [to the library meal programme] behind his back because he says that it will affect our [immigration] process.' (Latina female participant)

    'When I went over there [to the community agency], the lady … went from trying to help me to thinking she knew what I wanted. But she did not understand me, and she did not act professionally. She had labelled me [negatively] as someone who used government resources … If you are working with the community you have to show them respect just like they would any other person with money in their hands.' (Latina female participant)

SNAP, Supplemental Nutrition Assistance Program; WIC, Special Supplemental Nutrition Program for Women, Infants, and Children.

were accessible to those who were not citizens or legal residents, and which programmes were thought to be welcoming to diverse populations. A few participants believed that immigrants were less knowledgeable and connected to resources due to lack of time in the USA and fewer social connections (Table 3).

Schools were cited as a regular source of information regarding community resources; however, some participants noted receiving less information during the summer. There was the perception that programmes existed, but that during the summer, families did not have the same access to information as during the school year. This temporal information loss was worse in families who did not frequent other community programmes or organizations during the summer. One Latina female participant said, 'Sometimes they [the schools] send information [home] with children, but … one doesn't know what's going on [during the summer].'

Public Health Nutrition

Theme 2: Incorrect information about existing resources and programme eligibility. Some participants said that the information they receive regarding food resources (i.e. pantry times, locations and eligibility) was often incorrect or outdated. They added that individuals in the community often rely too heavily on social networks (i.e. family, peers and neighbours) for information, even when such information was frequently inaccurate. Information regarding programmes with more specific eligibility requirements (i.e. WIC, SNAP) was particularly problematic when such requirements were passed from person to person. The reliance on 'word of mouth' was perceived to be a significant barrier to programme knowledge, as it was believed that some individuals are unable or unwilling to directly seek out accurate information from knowledgeable agencies and organizations due to lack of time or worries about immigration status.

Theme 3: Structural and economic barriers to programme access. For participants who knew of food resources in their communities, many still cited significant barriers to accessing and utilizing those resources. Several participants discussed structural barriers that prevent them from getting food assistance, such as administrative complexities, lack of adequate transportation and long distances to programme sites. Some programme requirements were seen as cumbersome or overly invasive. Other participants viewed the application process for various programmes to have extremely long and complicated paperwork required to apply. For example, SNAP was believed to require a lot of paperwork that was to be completed by prospective applicants themselves, with little outside assistance. One Latina female participant said, 'The paperwork [for SNAP] is a lot … because when they sent me the packet to my house it was very thick; it was a lot of work.'

Some participants shared examples of experiences where they did not qualify for programmes due to lack of income eligibility (overly high incomes), despite the perceived need for assistance. The increasingly high cost of rent and other necessities was cited as contributing to FI despite income ineligibility for food assistance programmes.

Theme 4: Immigration fears and stigma associated with programme utilization. Fear of jeopardizing one's immigration status was noted as a roadblock to applying for community and public programmes and a barrier to accessing needed food resources. Some participants believed that applying for food assistance (i.e. SNAP, WIC) would expose their residency status to government agencies and lead to deportation. A Latina female participant said, 'If you ask for that kind of help [SNAP] the children are compromised, you can't take them out of the country or the state will take them away.'

Participants also discussed stigma as a barrier to obtaining food resources, describing negative experiences with programme staff that discouraged families from obtaining services. A few participants recounted the stigmatizing experiences with food resource programmes associated with issues of racial prejudice. A perceived lack of respect and kindness from such programmes was also widely documented among participants. Some participants described being surprised that they would be treated in such a disrespectful way by agency staff who claimed to want to help.

Discussion

Despite the apparent wealth of the Silicon Valley in California, areas of high poverty persist and the food security needs of isolated populations are high. The library meal programmes in the present study targeted children and adults visiting libraries situated in low-income communities across the region. Survey participants reported a high risk of household FI, which many interview participants attributed to the extremely high cost of living and the disproportionally large percentage of household income required for housing. This is in line with previous studies showing that as housing-related costs increase, money available for food expenditures decreases[44,45]. Although our study did not quantitatively assess changes in FI associated with programme participation, other studies demonstrate reductions in the prevalence of summer FI associated with summer meals through the SFSP[27]. Similarly, interview participants in our study qualitatively reported economic benefits associated with participation in the library meal programme, noting that it allowed them to stretch summer budgets. It is expected that the programme provided at least a modest subsidy for household meal costs during the summer break. However, future studies should examine changes in FI associated with community-based summer meal programmes.

Libraries: a welcoming and stigma-free environment

Reaching families living in isolated pockets of poverty is challenging. Libraries situated in low-income communities have the potential to capture some of the hardest-to-reach children and families because of their accessibility and relative distribution across communities irrespective of income. Whether individuals are coming to the library to access information and resources or to utilize enrichment programming, no eligibility is required to use the library. Similarly, the child and adult library meal programme was open to all, with no requirements to participate. Eliminating stringent eligibility requirements and arduous enrolment processes inherent in other food assistance programmes can reduce many of the well-documented administrative barriers to participation in social safety-net programmes such as SNAP and increase programme uptake as a result[46–49].

The libraries' provision of free summer meals through an 'open site' model allowed library patrons to participate without requiring assessments for eligibility. Several study participants mentioned past reluctance to enrol in food assistance programmes due to immigration fears.

This is particularly important in largely immigrant communities, where fear of enrolment in social programmes is high and poses a deterrent to utilization of services[50–52]. Libraries have the potential to better reach immigrant populations given their long history and tradition of providing resources and education to underserved populations[53], particularly individuals seeking help finding jobs, housing and educational opportunities[54]. Removing administrative barriers and providing an accessible open site enhance the libraries' ability to engage and support hard-to-reach populations.

The 'home-like' atmosphere conveyed by library staff was cited as one of the most positive aspects of the summer meal programme. Participants appreciated the library meal programme because library staff were friendly and everyone was welcome. The inclusive nature of libraries helped to reduce stigma among participants, as everyone at the library during the lunch period was able to receive a free meal regardless of income, age or immigration status. Stigma associated with participation in safety-net programmes such as SNAP has been found to be a major deterrent to programme participation[55], due to shame and disrespectful treatment when accessing services[46,56]. The welcoming and stigma-free environment created by libraries is consistent with the library's inherent culture outlined in the Library Bill of Rights that states, 'A person's right to use a library should not be denied or abridged because of origin, age, background, or views'[57]. The library culture effectively breaks down many of the traditional barriers to meal programme participation, making libraries ideal for addressing FI in an environment where people from all backgrounds and socio-economic circumstances can eat together.

Unique to the library meal programmes in the present study was the provision of meals to both children and adults. To our knowledge, no other library-based summer meal programmes provide meals to adults due to SFSP restrictions[28]. The libraries in the present study leveraged private funding from the local children's hospital and food bank to provide free adult meals, which created a unique and inclusive summer meal programme model. There was a sense that feeding children and adults together builds community among library patrons, neighbours and staff as meals are shared. The challenge occurs when the summer meal programmes end, but FI persists. Some libraries in our study are discussing the feasibility of providing year-round 'supper' meals to children after school, using federal funds. The problem lies with the private funding for the adult meals, which is more limited in nature. The impact of reducing or eliminating meals after summer should be explored from the perspective of programme participants and library staff.

Libraries: a hub for community resources
To better understand individuals' ability to access and utilize other community food resources (i.e. pantries, hot meals and public safety-net programmes such as SNAP),

participants were asked to share past experiences with such programmes. A primary barrier cited by many participants was a general lack of awareness of existing resources. Among participants who knew about existing food programmes, many cited problems obtaining correct information regarding programme services, eligibility, hours and locations. Other studies have similarly demonstrated how the lack of sufficient information is a considerable barrier to programme participation[47,51,56,58]. Also documented is a disproportionate impact on immigrants, who avoid obtaining programme information directly from agencies and instead rely heavily on information provided by social networks and through word of mouth, which can amplify the spread of misinformation[59,60].

The trusted and stigma-free nature of libraries well positions them to be important hubs of information for external community programmes and resources. It is well established that a core purpose of public libraries is to provide local residents with free access to a wide range of information that serves diverse community needs[31,57]. Library staff are viewed as knowledgeable experts and trusted sources of information about community programmes and organizations. As such, libraries are uniquely suited to partner with external agencies and organizations and expand the scope of the resources provided at libraries[53,57,61]. As individuals begin to view libraries as part of the social safety net, more will turn to libraries and library staff for critical linkages to other community resources and services. Situating meal programmes at public libraries can further strengthen individuals' access to information regarding important food and social resources such as WIC and SNAP. It is important to note, however, that it is likely challenging for librarians and staff to oversee federal SFSP sponsorship requirements and implement daily meal programmes in addition to their traditional roles and responsibilities. Further studies are needed to examine the perception of library staff regarding their role in providing meals at the library and promoting greater access to community food resources.

Limitations
Findings from the present study are limited in that they can only be generalized to participants from the participating Silicon Valley library meal sites. We recognize that our study population is not representative of individuals participating in other community-based meal programmes. Nor are the findings reflective of individuals not able to participate in a meal programme that provides child and adult meals, as most library meal programmes are limited to child participants. As such, the attitudes regarding the open and welcoming nature of the library meal programme may be different in settings where adults are not able to eat alongside children due to funding restrictions. Additionally, we were not able to capture accurate sample size and response rates for the survey and interview participants. Due to the manner in which the SFSP requires documentation of meals consumed rather than

individual participant counts, we were not able to report these data. Our study findings may be further biased by the meal programme outreach strategies that primarily relied on library-based outreach as opposed to larger community-based strategies. Those participating in the meal programme were likely more representative of individuals already utilizing library resources as opposed to individuals who specifically came to the library for the meal programme.

Conclusion

Despite these limitations, our findings provide a first examination of a library-based approach to addressing FI. Our findings demonstrate the need for innovative community-based summer meal programmes that target hard-to-reach low-income children, particularly those living in areas where high economic disparities persist. Given the difficulty that individuals face accessing and utilizing community and public food resources, our study suggests that public libraries offer a highly trusted place to provide both meals and access to information regarding other programmes and services. As experts in the field continue to call for the expansion of summer food programmes to ease the FI burden among children during the summer months[25], library-based meal programmes are well poised to heed this call to action.

References

1. Gundersen C (2013) Food insecurity is an ongoing national concern. *Adv Nutr* **4**, 36–41.
2. Oberg CN (2011) The Great Recession's impact on children. *Matern Child Health J* **15**, 553–554.
3. Coleman-Jensen A, Rabbitt MP, Gregory CA *et al.* (2016) *Household Food Security in the United States in 2015. Economic Research Report* no. ERR-215. Washington, DC: US Department of Agriculture, Economic Research Service; available at https://www.ers.usda.gov/webdocs/publications/err215/err-215.pdf
4. Alaimo K, Briefel RR, Frongillo EA Jr *et al.* (1998) Food insufficiency exists in the United States: results from the third National Health and Nutrition Examination Survey (NHANES III). *Am J Public Health* **88**, 419–426.
5. Coleman-Jensen A, McFall W & Nord M (2013) *Food Insecurity in Households with Children: Prevalence, Severity, and Household Characteristics, 2010–2011. Economic Information Bulletin* no. EIB-113. Washington, DC: US Department of Agriculture, Economic Research Service; available at https://www.ers.usda.gov/webdocs/publications/eib113/37672_eib-113.pdf
6. Chilton M, Black MM, Berkowitz C, Casey PH *et al.* (2009) Food insecurity and risk of poor health among US-born children of immigrants. *Am J Public Health* **99**, 556–562.
7. Gitterman BA, Chilton LA, Cotton WH *et al.* (2015) Promoting food security for all children. *Pediatrics* **136**, e1431–e1438.
8. Defeyter MA, Graham PL & Russo R (2015) More than just a meal: breakfast club attendance and children's social relationships. *Front Public Health* **3**, 183.
9. Gundersen C & Ziliak JP (2014) Childhood food insecurity in the US: trends, causes, and policy options. *Future Child* **24**, 1–19.
10. Bartfeld J (2013) SNAP and the School Meal Program. University of Kentucky Center for Poverty Research Discussion Paper Series no. 19. http://uknowledge.uky.edu/ukcpr_papers/19/ (accessed February 2017).
11. Rose D (1999) Economic determinants and dietary consequences of food insecurity in the United States. *J Nutr* **129**, 2S Suppl., 517S–520S.
12. Rose D & Oliveira V (1997) Nutrient intakes of individuals from food-insufficient households in the United States. *Am J Public Health* **87**, 1956–1961.
13. Pollitt E (1988) Developmental impact of nutrition on pregnancy, infancy, and childhood: public health issues in the United States. *Int Rev Res Mental Retard* **15**, 33–80.
14. Lozoff B, Jimenez E, Hagen J *et al.* (2000) Poorer behavioral and developmental outcome more than 10 years after treatment for iron deficiency in infancy. *Pediatrics* **105**, e51.
15. Rose-Jacobs R, Black MM, Casey PH *et al.* (2008) Household food insecurity: associations with at-risk infant and toddler development. *Pediatrics* **121**, 65–72.
16. Murphy JM, Wehler CA, Pagano ME *et al.* (1998) Relationship between hunger and psychosocial functioning in low-income American children. *J Am Acad Child Adolesc Psychiatry* **37**, 163–170.
17. Alaimo K, Olson CM, Frongillo EA Jr *et al.* (2001) Food insufficiency, family income, and health in US preschool and school-aged children. *Am J Public Health* **91**, 781–786.
18. Cook JT, Frank DA, Berkowitz C *et al.* (2004) Food insecurity is associated with adverse health outcomes among human infants and toddlers. *J Nutr* **134**, 1432–1438.
19. Stuff JE, Casey PH, Szeto KL *et al.* (2004) Household food insecurity is associated with adult health status. *J Nutr* **134**, 2330–2335.

20. Mills G & Hanson K (2013) *Coping Strategies for Households at Risk of Childhood Hunger: Final Report submitted to the University of Kentucky Center for Poverty Research*. Washington, DC: Urban Institute.

21. Whitaker RC, Phillips SM & Orzol SM (2006) Food insecurity and the risks of depression and anxiety in mothers and behavior problems in their preschool-aged children. *Pediatrics* **118**, e859–e868.

22. Chilton M & Booth S (2007) Hunger of the body and hunger of the mind: African American women's perceptions of food insecurity, health and violence. *J Nutr Educ Behav* **39**, 116–125.

23. Petterson SM & Albers AB (2001) Effects of poverty and maternal depression on early child development. *Child Dev* **72**, 1794–1813.

24. Gundersen C, Kreider B & Pepper J (2012) The impact of the National School Lunch Program on child health: a nonparametric bounds analysis. *J Econom* **166**, 79–91.

25. Gundersen C & Ver Ploeg M (2015) Food assistance programs and child health. *Future Child* **25**, 91–109.

26. US Department of Agriculture, Food and Nutrition Service (2016) National School Lunch Program (NSLP). http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp (accessed December 2016).

27. Nord M & Romig K (2006) Hunger in the summer: seasonal food insecurity and the National School Lunch and Summer Food Service programs. *J Child Poverty* **12**, 141–158.

28. US Department of Agriculture, Food and Nutrition Service (2013) Summer Food Service Program (SFSP). http://www.fns.usda.gov/sfsp/frequently-asked-questions-faqs (accessed June 2016).

29. Bookey JL (2015) 8 awesome ways libraries are making learning fun. *The Huffington Post*, 29 June. http://www.huffingtonpost.com/jordan-lloyd-bookey/8-awesome-ways-libraries-_b_7157462.html (accessed February 2017).

30. Rooney-Browne C (2009) Rising to the challenge: a look at the role of public libraries in times of recession. *Libr Rev* **58**, 341–352.

31. Veil SR & Bishop BW (2014) Opportunities and challenges for public libraries to enhance community resilience. *Risk Anal* **34**, 721–734.

32. Jaeger PT & Fleischmann KR (2007) Public libraries, values, trust, and e-government. *Inform Technol Libr* **26**, 34–43.

33. Food Action Research Center (2016) Facts for Libraries: participating in summer and afterschool meals. http://frac.org/pdf/fracfacts-libraries-summer-afterschool-meals.pdf (accessed June 2016).

34. Ishuzuka K (2014) Libraries needed to host summer meal programs. Here's how to help. *School Library Journal,* 7 July. http://www.slj.com/2014/07/programs/libraries-needed-to-host-summer-meal-programs-heres-how-to-help/#_ (accessed February 2017).

35. UCLA Center for Health Policy Research (2013) CHIS 2013–2014 Questionnaires. http://healthpolicy.ucla.edu/chis/design/Pages/questionnairesEnglish.aspx (accessed April 2015).

36. Hager ER, Quigg AM, Black MM *et al.* (2010) Development and validity of a 2-item screen to identify families at risk for food insecurity. *Pediatrics* **126**, e26–e32.

37. Patton M (1990) Purposeful sampling. *Qual Eval Res Method* **2**, 169–186.

38. Fonteyn ME, Vettese M, Lancaster DR *et al.* (2008) Developing a codebook to guide content analysis of expressive writing transcripts. *Appl Nurs Res* **21**, 165–168.

39. Bertrand JT, Brown JE & Ward VM (1992) Techniques for analyzing focus group data. *Eval Rev* **16**, 198–209.

40. Krueger RA (1994) *Focus Groups: A Practical Guide for Applied Research*, 2nd ed. Thousand Oaks, CA: SAGE Publications, Inc., pp. 232–235.

41. Ryan GW & Bernard HR (2003) Techniques to identify themes. *Field Method* **15**, 85–109.

42. Fereday J & Muir-Cochrane E (2006) Demonstrating rigor using thematic analysis: a hybrid approach of inductive and deductive coding and theme development. *Int J Qual Method* **5**, 80–92.

43. Malterud K (2001) Qualitative research: standards, challenges, and guidelines. *Lancet* **358**, 483–488.

44. Kirkpatrick SI & Tarasuk V (2007) Adequacy of food spending is related to housing expenditures among lower-income Canadian households. *Public Health Nutr* **10**, 1464–1473.

45. Nord M & Kantor LS (2006) Seasonal variation in food insecurity is associated with heating and cooling costs among low-income elderly Americans. *J Nutr* **136**, 2939–2944.

46. Hanratty MJ (2006) Has the Food Stamp Program become more accessible? Impacts of recent changes in reporting requirements and asset eligibility limits. *J Policy Anal Manage* **25**, 603–621.

47. Schanzenbach DW (2009) *Experimental Estimates of the Barriers to Food Stamp Enrollment*. Madison, WI: Institute for Research on Poverty.

48. Herd P (2015) How administrative burdens are preventing access to critical income supports for older adults: the case of the Supplemental Nutrition Assistance Program. *Public Policy Aging Rep* **25**, 52–55.

49. Ratcliffe C, McKernan S-M & Finegold K (2007) *The Effect of State Food Stamp and TANF Policies on Food Stamp Program Participation*. Washington, DC: Urban Institute.

50. Fix ME & Passel JS (1999) *Trends in Noncitizens' and Citizen's Use of Public Benefits Following Welfare Reform, 1994–97*. Washington, DC: Urban Institute.

51. Kaushal N, Waldfogel J & Wight V (2013) Food insecurity and SNAP participation in Mexican immigrant families: the impact of the outreach initiative. *B E J Econom Anal Policy* **14**, 203–240.

52. Ng'andu J & Leal Gianfortoni EM (2006) *Sin Provecho*: Latinos and Food Insecurity. NCLR Nutrition Report 2006. http://graphics8.nytimes.com/images/blogs/thelede/posts/La_Raza_Summ.pdf (accessed February 2017).

53. US Citizenship and Immigrant Services & Institute of Museum and Library Services (2005) Library Services for Immigrants: A Report on Current Practices. https://www.uscis.gov/sites/default/files/USCIS/Office of Citizenship/Citizenship Resource Center Site/Publications/G-1112.pdf (accessed June 2016).

54. Burke SK (2008) Use of public libraries by immigrants. *Ref User Serv Q* **48**, 164–174.

55. Kaye L, Lee E & Chen YY (2013) Barriers to food stamps in New York State: a perspective from the field. *J Poverty* **17**, 13–28.

56. Bartlett S, Burstein N & Hamilton W (2004) *Food Stamp Program Access Study: Eligible Nonparticipants*. Washington, DC: US Department of Agriculture, Economic Research Service; available at https://www.ers.usda.gov/webdocs/publications/efan030132/30616_efan03013-2fm_002.pdf

57. Luo L, Estreicher D, Lee PA *et al.* (2012) Social workers in the library: an innovative approach to address library patrons' social service needs. *Qual Quant Method Libr* **1**, 73–82.

58. Levedahl JW (1995) How much can informational outreach programs increase food stamp program participation? *Am J Agric Econ* **77**, 343–352.

59. Zhu L & Xu P (2015) The politics of welfare exclusion: immigration and disparity in Medicaid coverage. *Policy Stud J* **43**, 456–483.

60. Watson T (2014) Inside the refrigerator: immigration enforcement and chilling effects in Medicaid participation. *Am Econ J Econ Policy* **6**, 313–338.

61. Feinberg S & Schull DD (2001) Family place libraries: transforming public libraries to serve very young children and their families. *Zero Three* **21**, 4–7.