

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

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

**Applicant Information**

- |  |   |                    |                     |
|--|---|--------------------|---------------------|
| <b>1. Library/Organization</b><br>Monterey County Free Libraries   | <b>2. Library's DUNS Number</b><br>120391552                  |                    |                     |
| <b>3. Legal Business Name</b> <i>(must match name registered with Federal Employer Identification Number (FEIN))</i><br>Monterey County Free Libraries |   |                    |                     |
| <b>4. Project Coordinator Name</b><br>Cathy Andrews  | <b>5. Project Coordinator Title</b><br>Librarian II, Literacy |                    |                     |
| <b>6. Email Address</b><br>AndrewsCS@co.monterey.ca.us   | <b>7. Business Phone Number</b><br>831-883-7597               |                    |                     |
| <b>8. Mailing Address</b><br>188 Seaside Circle  | <b>City</b><br>Marina   | <b>State</b><br>CA | <b>Zip</b><br>93933 |

**Project Information**

- 9. Project Title**      Worth a Thousand Words: Graphic Novels and Adult Literacy
- 10. LSTA Funds Requested**      \$5,600
- 11. Cash Match & In-Kind**      \$6,648
- 12. Total Project Cost**      \$12,248
- 13. California's LSTA Goals** *(Check one goal that best describes the project)*
- |  |   |
|--|---|
| <input checked="" type="checkbox"/> <b>Literate California</b> | <input type="checkbox"/> <b>Bridging the Digital Divide</b>     |
| <input type="checkbox"/> <b>21<sup>st</sup> Century Skills</b> | <input type="checkbox"/> <b>Information Connections</b>         |
| <input type="checkbox"/> <b>22<sup>nd</sup> Century Tools</b>  | <input type="checkbox"/> <b>Community Connections</b>           |
| <input type="checkbox"/> <b>Content Creation/Preservation</b>  | <input type="checkbox"/> <b>Ensuring Library Access for All</b> |
- 14. Primary Audience for project** *(Select all that apply.)*
- |   |  |
|---|--|
| <input checked="" type="checkbox"/> <b>Adults</b>                                     | <input type="checkbox"/> <b>Pre-School Children</b>          |
| <input type="checkbox"/> <b>Families</b>  | <input checked="" type="checkbox"/> <b>Rural Populations</b> |
| <input checked="" type="checkbox"/> <b>Immigrants/Refugees</b>                        | <input type="checkbox"/> <b>School Age Children</b>          |
| <input type="checkbox"/> <b>Intergenerational Groups (Excluding Families)</b>         | <input type="checkbox"/> <b>Senior Citizens</b>              |
| <input checked="" type="checkbox"/> <b>Library Staff , Volunteers and/or Trustees</b> | <input type="checkbox"/> <b>Statewide Public</b>             |
| <input type="checkbox"/> <b>Low Income</b>  | <input type="checkbox"/> <b>Suburban Populations</b>         |
| <input checked="" type="checkbox"/> <b>Non/Limited English Speaking Persons</b>       | <input type="checkbox"/> <b>Unemployed</b>                   |
| <input type="checkbox"/> <b>People with Disabilities</b>                              | <input type="checkbox"/> <b>Urban Populations</b>            |
| <input checked="" type="checkbox"/> <b>People with Limited Functional Literacy</b>    | <input type="checkbox"/> <b>Young Adults and Teens</b>       |

## 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.**

The Monterey County Free Libraries, which serve a county of 3,125 square miles, is in our 30<sup>th</sup> year of offering Adult Literacy services as part of the Library Literacy programs linked to the California State Library. Read with MCFL, our Adult Literacy program, currently has 110 volunteer tutors helping 116 learners, with another 100 learners on the waiting list.

In a county where 25% of the adult population reads at less than a 4<sup>th</sup> grade level, and where over 50% of county residents speak a language other than English at home, there is a continuous demand for English language literacy services. The Adult Literacy program is a "learner-centered" program, so that tutors use their learners' goals, and their current literacy level, to guide the work they do together. Tutors use a variety of resources, from classic literacy books and workbooks, to the vast resources available on the Internet in order to help their learners improve their abilities with English language reading, writing, and conversation skills.

One of the biggest challenges facing tutors is to find reading materials that are appropriate for low reading skills, and yet still interesting to adults. Though reading a first Dr. Suess book can be a triumph, relying on children's books soon becomes old. The "high interest, low reading skill" books for adults have few publishers, and are difficult to find.

Enter graphic novels. Graphic novels can encourage reluctant or new readers by engaging interest and imagination, and the relative speed of reading (compared to prose) can give readers confidence and a sense of accomplishment. They also have a direct impact on reading skills and comprehension, as they reinforce left-to-right sequencing, and word and image association can increase recall. They help comprehension because the visual images provide visual, contextual clues, and convey tone and emotion, thus allowing a deeper understanding of stories as a whole. There are graphic novels of just about every genre of writing, from fiction, to science fiction, to literary classics, to history, and more.

You can't just place a graphic novel or comic book in the hands of learner, though, as the genre has conventions and style "rules" that need explanation in order to use effectively. Our extensive search has found that there are currently very few resources aimed at helping low-literacy adults access the fantastic resource of graphic novels.

We have developed a plan for a short-course that would expose learners to graphic novels, in the company of the tutor with whom they have a working relationship, so that the pair would be able to use graphic novels to promote reading skills long after the short course was over.

In our plan, 5 tutor-learner pairs would participate in each 4 week short-course, for 2 hours each week. The course would introduce participants to graphic novels, their conventions, and how to make the best use of them; participants will keep their books, so they can make notes, mark pages, or use them as needed. After an overview and the first look at style and conventions, the class will use "The Arrival", by Shaun Tan, as the first novel. This wonderful book has no words, so the learner and the tutor are in a sense on a level playing field as they start the exploration. It will be an effective way to learn the power of images and the conventions of the genre. The second book will be "March", the first in the three-part autobiography of civil rights hero John Lewis. Context is important here, and so the book will be started after an "explainer" about the Civil Rights Movement in the US in the 60s and 70s. For the final book, participants will each choose from a curated list of graphic novels. They will also be introduced to MCFL's graphic novel collection, and will develop a process for deciding if a book is one in which they will want to invest time. Participants will also receive a course manual we are creating, and use the binder it is in to keep the supplementary handouts and notes.

In class, pages of each novel will be projected as needed by a "document camera" (projects documents, pages from books, or even 3-D objects), letting participants view them together and discuss elements of the novels. One potential exercise will involve creating dialog for pages in "The Arrival", or creating one's own page of illustrations, and the document camera will assist with sharing this as well. The instructors will use PowerPoint presentations for instruction, and these will be projected for all to see, as well as offering a way to access resources on the Internet to share with the group.

We plan to offer the course in September, January, and April. After each course is offered, we will review the success of the curriculum, using teacher input and participant feedback, and will adjust things as needed.

We will also work with the tutors who attend, and anticipate recruiting several to help train tutors across the program so that others who might not have been able to attend the course will still be able to integrate graphic novels as they work with their learners.

### 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<br>(see instructions<br>for valid entries) | Legal Type<br>(see instructions<br>for valid entries) | Role on Project | Resources That<br>Partner Will<br>Contribute<br>(materials/funds/staff) |
|--------------|--|---|-----------------|---|
|              |  |   |                 |   |
|              |  |   |                 |   |
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|              |  |   |                 |   |
|              |  |   |                 |   |
|              |  |   |                 |   |
|              |  |   |                 |   |
|              |  |   |                 |   |

## ELEMENT 4: PLANNING AND EVALUATION

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

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

#### Lifelong Learning

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

#### Information Access

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

#### Institutional Capacity

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

#### Economic & Employment Development

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

#### Human Services

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

#### Civic engagement

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

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

We will create a four-session short course, presented three times over the course of the grant, introducing tutors and learners in the Adult Literacy program to the genre of graphic novels. Graphic novels can encourage reluctant or new readers, and help fill the gap in literacy materials that are both manageable for low-literacy readers, and aimed at adult interests. Because graphic novels have conventions and styles that are not intuitive for those with low literacy, the introduction to the genre, and guided reading, will provide a foundation on which further reading success can be built.

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

30 people participate in the course (15 tutors, 15 learners, in established pairs); 3 short-courses of 4 sessions each, with each class session of 2 hours (8 hours per short-course, or 24 hours total); 90 graphic novels distributed to participants; 1 curriculum devised for course; 1 course manual developed for participant use; handouts and supplementary materials developed for use during class; pre- and post-tests will be developed to assess "genre awareness" of the graphic novel genre and its conventions; 30 graphic novels added to MCFL system collection.

### 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)

75% of participants will raise their "genre awareness" test score (style conventions) by 1 or more levels; 95% of participants will complete 2 graphic novels during the short-course and participate in classroom discussions; 75% will complete at least 1 novel, post-course, including tutor-learner pair discussion; 75% of participants that attend all 4 class sessions will be able to discuss the genre with others not in attendance; 2 tutors will be confident enough in their understanding of the genre to participate in peer training of other tutors around using graphic novels with their learners. "Genre awareness" will be measured with pre- and post-tests of all participants. Other items will be measured by attendance, observation, and/or self-report.

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

As we offer this short-course in the future, we will use trained volunteers and staff to run the course, and use the expanded collection in the system to provide useable books for the class. We will be cultivating relationships with our local comic book stores and bookstores in pursuit of potential donations, as well.

**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: All learner-tutor pairs will be invited to apply for the short-course through email blasts and individual recruitment. Literacy Program staff will order and prepare all materials and resources for the course. The course will be held in the community room of a centrally-located branch. A high-skill volunteer and a Literacy Program staff member will present the instruction. With 10 participants in each course, the size of the group will allow for both formal instruction, group discussion, and pair work. Pairs will also be encouraged to use around an hour of their normal weekly tutoring time each week while the course is running for further reading and discussion.

During class, PowerPoint presentations will be used to best advantage for instruction and illustration about the graphic novel genre via the projector, tablet, and AppleTV device. This also makes it easy to access the Internet for relevant content and project the pages so everyone can follow along. The document camera, which is used to project the particular graphic novel page under discussion by the group, can also be used for any work done by participants as they learn and explore the style points and creation of graphic novels. A welcoming, warm, and supportive environment is important to the success of the course, as many adult learners feel cautious about sharing their ideas or insights. Participants will also be made aware of the graphic novel collection in the library, as the group will take time to walk over to the collection in the branch, and will be shown how to access the full listings in the online catalog.

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

- ☒ Lending - Provision of a library's resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.
- ☐ Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.
- ☐ Other

Description: We have been researching resources and best-practices in using graphic novels for literacy instruction over the last six months, which has guided our initial plans for the curriculum and structure of the short-course. This has allowed us to identify elements of the instruction process, the nature of the teaching environment, and first ideas for presentations, handouts, and supplementary materials (including elements for pre- and post-tests on genre awareness). There is plenty of work and writing/creation to be done, along with some decisions to be made about direction, and about the actual curriculum, the participant manual, and supplementary materials, though many of these things are well-along in their development. This also includes a curated list of suggested graphic novels for use beyond the course.

In selecting the books for use in the course, and those on the curated list, we have used these criteria:

- Novels with characters and themes that are diverse and inclusive
- Themes that are universal and familiar to our participants (immigration, family, etc)
- Books that tell us something about US history or culture
- Books that participants could share with their children
- Classics of the canon
- Examples that show the diversity of the genre (memoir, cookbooks, poetry, literature adaptations, etc)

As we have built our familiarity with the genre, we have also relied on those with greater knowledge, including credible resources like those found at websites for ALA, Schoolastic Books, and others.

With that said, part of what we are doing is holding true to the knowledge that this diverse genre allows for the subjective choice normal to anyone's "favorite books", and helping our participants be able to develop their own sense of their favorites is central to the notion of the course.

Participants will be encouraged to make use of the graphic novel collection at MCFL, choosing books to borrow as they go during the course and, with any luck, long after.

We also anticipate that the curriculum (and the model as a whole) will assist other literacy programs and library systems in offering their own short-course, and that many aspects of the project will be very relevant for young adults as well.

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

Description:

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

Description:

## ELEMENT 5: GRANT TIMELINE/ACTIVITIES

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

| Activity  | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug |
|---|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-----|
| Finalize curriculum, including manual, handouts and supplementary materials | x    | x   | x    |     |     |     |     |     |     |     |     |      |      |     |
| Order graphic novels, teaching aids, supplies                               | x    | x   | x    |     |     |     | x   |     |     | x   |     |      |      |     |
| Recruit participants  | x    | x   | x    |     | x   | x   | x   |     | x   | x   |     |      |      |     |
| Hold class (offered Sept, Jan, April)                                       |      |     | x    |     |     |     | x   |     |     | x   |     |      |      |     |
| Review curriculum design in light of first class                            |      |     | x    | x   |     |     |     |     |     |     |     |      |      |     |
| Make changes to curriculum, supplies, etc                                   |      |     |      | x   |     |     |     | x   |     |     |     |      |      |     |
| Meet with tutor participants willing to train other tutors                  |      |     |      |     |     |     |     |     |     | x   | x   |      |      |     |
| Devise training plans for tutor "peer teachers"                             |      |     |      |     |     |     |     |     |     |     | x   | x    |      |     |
| Train tutor "peer teachers"   |      |     |      |     |     |     |     |     |     |     | x   | x    |      |     |
| Create materials to assist tutors to use graphic novels in the future       |      |     |      |     |     |     |     |     |     |     | x   | x    | x    |     |
| Choose and order graphic novels to add to MCFL collection                   |      |     |      |     |     |     |     |     | x   | x   |     | x    |      |     |
| Catalog new novels for collection   |      |     |      |     |     |     |     |     |     | x   |     |      | x    |     |
| Develop survey instruments, collect data & evaluate project                 |      | x   | x    |     |     |     | x   |     |     | x   | x   |      |      |     |
|   |      |     |      |     |     |     |     |     |     |     |     |      |      |     |
|   |      |     |      |     |     |     |     |     |     |     |     |      |      |     |
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|   |      |     |      |     |     |     |     |     |     |     |     |      |      |     |



**ELEMENT6: BUDGET**

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

| Budget Category   | LSTA | Cash Match<br>& In-Kind | Total   |
|---|------|-------------------------|---------|
| <b>Salaries/Wages/Benefits</b>  |      |                         |         |
| Librarian II, Literacy  | \$0  | \$3,369                 | \$3,369 |
| Library Assistant II, Literacy  | \$0  | \$496                   | \$496   |
| High-skill volunteer  | \$0  | \$2,508                 | \$2,508 |
| Library Assistant II, Support Services  | \$0  | \$75                    | \$75    |
|   | \$0  | \$0                     | \$0     |
|   | \$0  | \$0                     | \$0     |
|   | \$0  | \$0                     | \$0     |
|   | \$0  | \$0                     | \$0     |
| <b>Subtotal</b>   | \$0  | \$6,448                 | \$6,448 |
| <b>Description:</b> Librarian II, Literacy (70 hours @ \$48.13): promotion and recruitment of participants, assist with curriculum, order books and tech items, assist in course, train/mentor tutors, and tutor “peer trainers”<br>LAII, Literacy (20 hours @ \$24.81): order materials and supplies, assemble supplies and manuals, assist with recruitment and support<br>LA II, Support Services (3 hours @ \$24.81): process/catalog 30 graphic novels being added to the collection<br>High-skill volunteer (96 hours @ \$26.13): research and design of the curriculum, selecting the books for use in class, teaching course, creating curated list of graphic novels, train/mentor tutors, and tutor “peer trainers” |      |                         |         |
| <b>Consultant Fees</b>  |      |                         |         |
|   | \$0  | \$0                     | \$0     |
|   | \$0  | \$0                     | \$0     |
|   | \$0  | \$0                     | \$0     |
|   | \$0  | \$0                     | \$0     |
|   | \$0  | \$0                     | \$0     |
|   | \$0  | \$0                     | \$0     |
|   | \$0  | \$0                     | \$0     |
| <b>Subtotal</b>   | \$0  | \$0                     | \$0     |
| <b>Description:</b>   |      |                         |         |

| Budget Category  | LSTA    | Cash Match<br>& In-Kind | Total   |
|--|---------|-------------------------|---------|
| <b>Travel</b>  |         |                         |         |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
| <b>Subtotal</b>  | \$0     | \$0                     | \$0     |
| <b>Description:</b>  |         |                         |         |
|  |         |                         |         |
| <b>Supplies/Materials</b>  |         |                         |         |
| 126 Graphic novels @ \$29, distribute in class & add to collection   | \$3,700 | \$0                     | \$3,700 |
| Document camera  | \$200   | \$50                    | \$250   |
| Projector for teacher (and participant) presentations  | \$600   | \$50                    | \$650   |
| iPad Pro, 9.7", for projector  | \$600   | \$0                     | \$600   |
| Apple TV, a network appliance for use with projector and iPad  | \$200   | \$0                     | \$200   |
| Materials for the three rounds of the course   | \$300   | \$100                   | \$400   |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
|  | \$0     | \$0                     | \$0     |
| <b>Subtotal</b>  | \$5,600 | \$200                   | \$5,800 |
| <b>Description:</b> 30 people will participate in the class over the year, and each participant will receive 3 books for use and to keep. We will also have 2 "instructor copies" of each book, making a total of 96 books. The document camera will project pages of the books onto a screen during class so everyone can see and follow the points being made. The projector, iPad, and Apple TV device will allow the instructors (and the students) to do presentations about the books, the genre, relevant info to set the context for the books, and other aspects of class instruction. Materials for the course include supplies to make the course manual, and for handouts, exercises and other uses in instruction. We will add about 30 graphic novels aimed at adults to the MCFL collection to expand the options for continued use of graphic novels by tutoring pairs . |         |                         |         |

| Budget Category                             | LSTA | Cash Match<br>& In-Kind | Total |
|---|------|-------------------------|-------|
| <b>Equipment (\$5,000 or more per unit)</b> |      |                         |       |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
| <b>Subtotal</b>                             | \$0  | \$0                     | \$0   |
| <b>Description:</b>                         |      |                         |       |
|   |      |                         |       |
| <b>Services</b>                             |      |                         |       |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
|   | \$0  | \$0                     | \$0   |
| <b>Subtotal</b>                             | \$0  | \$0                     | \$0   |
| <b>Description:</b>                         |      |                         |       |
|   |      |                         |       |

|  |                |                |                 |
|--|----------------|----------------|-----------------|
| <b>Project Total</b>   | \$5,600        | \$6,648        | \$12,248        |
| <b>Indirect Cost Rate Applied</b> 0.0 % <b>Indirect Cost</b>   | \$0            | \$0            | \$0             |
| Check one: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span><input checked="" type="checkbox"/> No Indirect</span> <span><input type="checkbox"/> Federally negotiated indirect cost rate *</span> <span><input type="checkbox"/> Indirect proposed cost rate *</span> </div> <p>* please attach supporting documentation if required</p> |                |                |                 |
| <b>Description:</b>  |                |                |                 |
|  |                |                |                 |
| <b>Grand Total</b>   | <b>\$5,600</b> | <b>\$6,648</b> | <b>\$12,248</b> |

**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.**

|  |   |
|--|---|
| <u>Monterey County Free Libraries</u><br><b>Library/Organization</b> | <u>Worth a Thousand Words: Graphic Novels &amp; Adult Literacy</u><br><b>Project Name</b> |
| <u>Jayanti Addleman</u><br><b>Library Director Name</b>              | <u>County Librarian</u><br><b>Title</b>   |
| <u>Library Director Signature</u>                                    | <u>Date</u>   |