

**CALIFORNIA STATE LIBRARY
FISCAL YEAR 2015-2016
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
PITCH AN IDEA GRANT APPLICATION**

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

Applicant Information

- | | |
|--|---|
| <p>1. Library/Organization
County of Los Angeles Public Library</p> <p>3. Internet Web Site Address
colapublib.org</p> <p>4. Project Coordinator Name & Title
Biz Tanner, Teen Services Coordinator</p> <p>6. Business Phone Number
(562) 940-6905</p> <p>8. Mailing Address
PO Box or Street Address
7400 East Imperial Hwy
City
Downey
State
CA
Zip
90242</p> <p>9. Check the Appropriate Library Type
 <input checked="" type="checkbox"/> Public Library <input type="checkbox"/> Academic <input type="checkbox"/> K-12 <input type="checkbox"/> Multi-Type <input type="checkbox"/> Special/Other</p> | <p>2. Library's DUNS Number
156158206</p> <p>5. Email Address
etanner@library.lacounty.gov</p> <p>7. Fax Number
562-803-3983</p> |
|--|---|

Project Information

10. **Project Title** Adult 101: Life Skills Bootcamp for Teens
11. **LSTA Funds Requested** \$75,000
12. **Cash Contributions** \$0
13. **In-Kind** \$120,050
14. **Total Project Cost** \$195,050
15. **California's LSTA Goals** (*Check one goal that best describes the project*)
- | | | |
|---|---|---|
| <input type="checkbox"/> Literate California | <input type="checkbox"/> Content Creation/Preservation | <input type="checkbox"/> Community Connections |
| <input checked="" type="checkbox"/> 21st Century Skills | <input type="checkbox"/> Bridging the Digital Divide | <input type="checkbox"/> Ensuring Library Access for All |
| <input type="checkbox"/> 22nd Century Tools | <input type="checkbox"/> Information Connections | |
16. **Number of persons served** (*The number of persons who use or will benefit directly from this project*) 225
17. **Primary Audience for project** (*Select all that apply.*)
- | | |
|---|---|
| <input type="checkbox"/> Adults | <input type="checkbox"/> Pre-School Children |
| <input type="checkbox"/> Families | <input type="checkbox"/> Rural Populations |
| <input type="checkbox"/> Immigrants/Refugees | <input type="checkbox"/> School Age Children |
| <input type="checkbox"/> Intergenerational Groups (Excluding Families) | <input type="checkbox"/> Senior Citizens |
| <input type="checkbox"/> Library Staff , Volunteers and/or Trustees | <input type="checkbox"/> Statewide Public |
| <input type="checkbox"/> Low Income | <input checked="" type="checkbox"/> Suburban Populations |
| <input type="checkbox"/> Non/Limited English Speaking Persons | <input checked="" type="checkbox"/> Unemployed |
| <input type="checkbox"/> People with Disabilities | <input checked="" type="checkbox"/> Urban Populations |
| <input type="checkbox"/> People with Limited Functional Literacy | <input checked="" type="checkbox"/> Young Adults and Teens |
18. **This signature certifies that I have read and support this LSTA Grant Application.**

Library Director Name: Margaret Donnellan Todd **Title:** County Librarian

Mailing Address
(if different from above) _____ **City** _____ **Zip** _____

Library Director Signature: _____ **Date:** _____

ELEMENT 2: PROJECT BACKGROUND AND SUMMARY (please see application instructions for additional information)

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 info to support the project.

The County of Los Angeles is one of the major libraries in our nation, and provides library service to over 3.5 million residents living in unincorporated areas and to residents of 51 of the 88 incorporated cities of Los Angeles County. The service area extends over 3,000 square miles. LA teens within this service area were strong supporters of the 2,198 teen programs held in County libraries in 2014. Between 2004 and 2015, teen programs experienced a 900% increase in the number of teens participating in library programs. The County of Los Angeles Public Library has worked diligently to bring teens into the library, to help them feel welcome, and we have seen the results of our efforts in this outstanding turnout. Adult 101 will build upon this effort.

According to the U.S. Department of Labor and Statistics, 18.8% of teens ages 16-19 are unemployed. In 2012, a PEW study showed that only a little over half of young adults ages 18-24 are employed – the lowest this number had been since the government started collecting data in 1948. The same PEW study showed that young adults who are employed full-time have experienced a 6% decrease in their earnings – more than any other age group. In February 2015, the PEW Research Center released a study on the skills adults reported as necessary to succeed in life. 90% of those surveyed listed communication as a priority skill.

Communication ability, a strong work ethic, ability to take initiative, interpersonal skills: these are called "soft skills." 75% of employers said high school graduates were deficient in these soft skills. As much as we'd like to think we can solve all of the world's problems, we know that we can't. However, as a library, we can address these issues and we are going to do it by teaching these soft skills, as well as other beneficial life skills, through Adult 101: Life Skills Bootcamp for Teens.

Adult 101 is designed to support teens in their adult and workforce preparedness—giving them knowledge of etiquette, proper dress and more, which can help them stand out against the competition. The project is designed as a series of 8 mini-modules to be implemented, at 15 libraries, on: Easy Etiquette; Healthy Living (fitness and nutrition); Financial Savvy; The Public U (public speaking and persona); Social Media and Cyber Smarts; Personal Safety 411; Manage your Time; and Workplace Know-how.

The County of Los Angeles Public Library recently updated its Strategic Plan, which includes several initiatives for the future. Adult 101 aligns with several of these initiatives, but primarily with affirming the library as a center for learning. We believe this project will give us the opportunity to provide platforms for both traditional learning and unexpected collisions of creativity by addressing the learning needs of teenagers through classes, events and online technology. Another strategic initiative is to develop a staff prepared for the future. This program will also be an opportunity for our Teen Librarians, many of whom are in their first professional position, to experience and participate in the development of a collaborative large-scale mega-program.

Adult 101 will accomplish a number of objectives. Not only will Adult 101 benefit teen attendees by teaching them skills and arming them with knowledge, but there will be additional institutional benefits for the County of Los Angeles Public Library. We will be using Adult 101 as an opportunity to test a constituent relationship management (CRM) software program, called CiviCRM. The CRM software will allow us to send group emails and/or text reminders to teens about upcoming programs. It will also track program attendance and survey results for individual teens. A solid tracking system is especially needed when using the mega-programming model. Mega-programming is combining single programs into a cohesive life-changing program for teens. Most library programs are done in isolation--an art activity here, a college program there, etc--this is where the mega-programming idea comes from--thoughtfully grouping together programs that have the same goal for greatest teen impact. Our goal for Adult 101 is for teens to walk away with these beneficial skills:

- Teens will know how to get along with coworkers and improve their social and public awareness.
- Teens will become more diligent workers, with a strong work ethic, including showing up to commitments on time, meeting deadlines, and appropriate communication with supervisors.
- Teens will handle credit and debt by managing paychecks and balancing expenses.
- Teens will know how to be safe in many environments.
- Teens will build healthy personal habits for workplace excellence
- Teens will be confident moving into adulthood and the workplace.

A critical element to Adult 101 will be public sector partnerships. This summer the County of Los Angeles Public Library is participating in the IMLS-funded Lunch at the Library program. We are also partnering with County of Los Angeles Community and Senior Services (known as CSS) to secure youth workers for our libraries in the coming fiscal year as part of their Workforce Innovation and Opportunity Act implementation. CSS will be providing young adults with paid work opportunities from July 2015 to June 2016 and we are targeting the placement of youth in Lunch at the Library sites. CSS has pledged to pay for participating teen workers to receive their food-handling licenses and to require those teens to participate in Adult 101 as part of their employment by CSS. CSS will also be promoting Adult 101 to all 1500 CSS employment youth. In addition to our partnership with CSS, the County of Los Angeles Department of Consumer Affairs will provide programming on financial literacy and consumer awareness. With the full support of these partnerships, along with the mega-programming model, and our organization's belief that teens are seeking personal growth opportunities, we know Adult 101 will be a success!

ELEMENT 3: PLANNING AND EVALUATION (please see application instructions for additional information)

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

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

Institutional Capacity

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

Information Access

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

Lifelong Learning

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

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

Employment & Economic Development

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

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 County of Los Angeles Public Library's Adult 101: Life Skills Bootcamp for Teens will provide a series of programs, for teens ages 13-18 which will prepare them for adulthood and the workforce by teaching them the soft skills necessary to be successful in life and by providing them with knowledge about staying healthy and safe in a multitude of environments.

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

- 1) 8 life skills program modules consisting of no less than 12 sessions at 15 participating libraries (some of the modules will have multiple sessions) for a total of 180 programs.
- 2) A minimum of 225 teens will move through the program
- 3) A replicable model for mega-programming at other libraries, specifically life-skills mega-programming
- 4) 20 additional libraries will be able to successfully implement Adult 101 based on feedback from initial participating libraries

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

- 1) At least 50% of teens will report feeling better prepared for the workforce at the end of each module
- 2) Some level of soft skills improvement in at least 50% of the Community and Senior Services youth employees

The first outcome will be measured using pre- and post-test surveys for each program session administered to the teens before the program begins and after the program ends. Surveys will be anonymous and results will be tracked using the Constituent Relationship Management system. The second outcome will be measured through observation using an evaluation form completed by trained supervisors at the time the youth begin employment and again upon their completion of all Adult 101 modules.

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

Adult 101 is being created in a way that will allow for replication at any funding level. Paid experts will not only be asked to present and work with the teens, but also act as consultants to help develop program content so librarians can sustain the program without the paid presenters. This would be similar to a train-the-trainer program. The County of Los Angeles Public Library will be able to support Adult 101 on a smaller scale. We can continue to use many of the materials from the original grant as they are not consumables (yoga mats, exercise equipment, games, etc). The County Librarian has committed to use existing program funding to maintain the program, as it will be on a much smaller scale and as needs arise.

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).

- I. **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.

Description: All programs related to Adult 101 will be in-person and will take place at the libraries. Programs will include hands-on activities, face-to-face interactions between teens and expert presenters/consultants, and time to practice new skills. For example, the etiquette program will consist of a formal interactive presentation mixed with hands-on practice. When teaching teens about introducing people to each other, the instructor will talk them through the proper etiquette and then have the teens practice introducing each other. In order to facilitate program sustainability, presenters will also provide consulting services. Their consulting will result in the creation of replicable programs at additional libraries. They are providing expert advice to our organization.

- II. **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.

Description: Content will primarily be physical, but with minor elements of the digital. For example, we will create and store program instructions, and as much content as possible, in digital files. Additionally, we will be using computer software, specifically the CRM (which will be acquired with County Library funds), to analyze program data, track budgets, and for the other administrative functions of the grant. In terms of acquisition, we will be enhancing the Library collection by purchasing books, DVDs, etc., that support the teen attendees of our 8 modules. We will be using Adult 101 as an opportunity to create programs in our programs-in-a-box format for ease of replication. The program-in-a-box content includes a program description, program instructions, and all the materials a library would need to run the program.

- III. **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)*
- 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: Library staff will be developing several surveys that will be used over the course of Adult 101. One survey will be given at the beginning of each library program in order to get a baseline measurement of how prepared teen participants feel they are for adulthood. Another survey will be given at the close of each program to measure change from the beginning of the library program to the end. A third survey will be administered at the beginning of all Adult 101 programs and again at the close of Adult 101 to measure overall effectiveness of the project and to assess project goals. We will track each participating teen using CiviCRM during the project. Additionally, a survey will be created for staff who work with CSS youth employees to measure soft skills at the beginning of Adult 101 and at the end of Adult 101. This survey will be given to library managers as an assessment of their youth workers.

IV. **Procurement** - Acquiring or leasing facilities; purchasing equipment/supplies, hardware/software, or other materials (not content) that support general library infrastructure. (*Provide a description*)

Description: The Adult 101 session modules will require specific supplies, such as fitness equipment, journals and more. Procurement and ordering will begin in October 2015. The Los Angeles County procurement process is complex because of the vastness of the County. The purchasing process involves many moving parts and has specific requirements. For example, all of the vendors we work with must register as a County vendor and must be willing to accept purchase orders. Fortunately for us, we have a tremendous network of vendors. Each year, Youth Services expends a sizeable budget and has the procurement process down to a science. For the books and DVDs, we will be using Baker and Taylor, as we are under contract with them. This also means that materials from Baker and Taylor will arrive expeditiously. The County Library has a processing team that will then get the books ready with a very short turnaround time so they are available for teens to check out. We will meet ahead of time with the fiscal, procurement and processing teams to give them notice that this project is a priority. We find that project success is dependent on creating a communication chain with all behind-the-scenes departments that could potentially be involved.

ELEMENT 4: GRANT TIMELINE/ACTIVITIES (please see application instructions for additional information)

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	2015/2016											
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Design Supervisor evaluations for CSS Employment Youth	X	X										
Design pre- and post-test program surveys for each program module	X	X	X									
Gather project team of librarians together and begin staff training	X	X	X									
Meet with Teen Advisory Boards for teen input regarding programs	X	X	X									
Set-up CiviCRM software and begin implementation	X	X	X									
Meet with CSS and Consumer Affairs to discuss and design program elements	X	X	X									
Identify materials needed for program implementation and begin procurement		X	X	X	X							
Meet with consultants to gather input on program development for replication			X	X	X							
Finalize all the details of activities in session modules			X	X	X							
Coordinate presentation dates with paid presenters and consultants			X	X	X							
Begin implementating Adult 101 programs and analyze survey data				X	X	X	X					
Mid-project evaluation with project team and TABs to identify necessary changes							X	X	X			
Continue implementation of Adult 101 programs and analyze survey data								X	X	X	X	
Complete Adult 101 at grant sites										X	X	X
Begin packaging Adult 101 programs and analyze survey data										X	X	X
Prepare data for dissemination with a broader library audience										X	X	X
Final project analysis											X	X

ELEMENT 5: BUDGET (please see application instructions for additional information)

The budget should clearly identify the amounts requested and from what sources. (please do not unlock the application form, if additional space is needed contact Mickie Potter at mickie.potter@library.ca.gov)

Budget Category	LSTA	Cash Contributions	In-Kind	Total
Salaries/Wages/Benefits				
Library Administrator	\$0	\$0	\$5,220	\$5,220
Librarian IV	\$0	\$0	\$11,285	\$11,285
Library Assistant I	\$0	\$0	\$2,535	\$2,535
Librarian I (15)	\$0	\$0	\$100,800	\$100,800
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$119,840	\$119,840

Description: Public Library staff time will consist of :

60 hours of a Library Administrator at \$87 p/hour - responsible for project oversight (budget tracking, timelines, grant reporting); 185 hours of Librarian IV at \$61 p/hour - responsible for project management (day-to-day budget management, managing materials selection and ordering, project coordination and implementation with Library Assistant and Librarian I's); 65 hours of Library Assistant I at \$39 p/hour (ordering project materials, organizing materials inventory, delivery of materials to library sites); 1800 hours of Librarian I at \$56 p/hour (10 hours per program of planning, creating and setting up advertising, set-up, take-down, reporting surveys).

Equipment (\$5,000 or more per unit)				
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0	\$0

Description:

Operating Expenses: Library Materials				
Books, DVDs	\$15,000	\$0	\$0	\$15,000
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$15,000	\$0	\$0	\$15,000

Description: All purchased materials will be added to the Public Library's collection prior to the session modules to guarantee availability for post-program circulation among teens. Emphasis will be placed on the purchasing of books for each library's collection with a portion of the budget allocated for instructional DVDs. We plan to spend \$700 per library on books and \$300 per library on DVDs for a total of \$10,500 on books and \$4,500 on DVDs. At an average cost of \$15 per book we believe we can purchase roughly 46 new titles for each library. At an average cost of \$20 per DVD we believe we can purchase 15 new DVDs for each participating library.

Operating Expenses: Consultant Fees				
Jules Hirst, Etiquette Coach and Consultant	\$8,000	\$0	\$0	\$8,000
Jason Kozma, Fitness Expert former Mr. America	\$7,500	\$0	\$0	\$7,500
Local Nutrition Experts	\$8,000	\$0	\$0	\$8,000
Children's Rescue Alliance, Personal Safety Coaches	\$9,500	\$0	\$0	\$9,500
Public Speaking Consultant, either Jules Hirst or Jess Hopkins	\$7,000	\$0	\$0	\$7,000
Jess Hopkins , Certified Teen Life Coach and Persona Expert	\$5,000	\$0	\$0	\$5,000
Subtotal	\$45,000	\$0	\$0	\$45,000

Description: Each expert has agreed to do two presentations at each participating library as well as to consult on the creation of a Program-in-a-Box based on their area of expertise.

Jules Hirst - 30 etiquette classes \$220 per hour + consulting to create 2 etiquette PIABs at \$1400 = \$8,000; Jason Kozma - 30 fitness classes at \$200 per class + consulting to create 1 fitness PIAB at \$1500 = \$7,500; Children's Rescue Alliance - 30 personal safety classes at \$300 per class + consulting fee to create 1 personal safety PIAB at \$500 = \$9,500; Jess Hopkins - 15 persona workshops at \$250 per workshop + consulting fee to create 1 persona PIAB at \$1250 = \$5,000; Local registered dieticians - 30 workshops at \$200 per workshop + consulting fee to create 2 nutrition PIABs at \$1,000 each = \$8,000

Budget Category	LSTA	Cash Contributions	In-Kind	Total (B+C+D = E)
Operating Expenses: Travel				
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0	\$0

Description:

Operating Expenses: Supplies/Other	LSTA	Cash Contributions	In-Kind	Total
Exercise Equipment	\$7,000	\$0	\$0	\$7,000
Program tools (ex: journals, writing utensils, etc.)	\$7,500	\$0	\$0	\$7,500
Personal safety whistles	\$500	\$0	\$0	\$500
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$15,000	\$0	\$0	\$15,000

Description: Supplies for the project will include, and not be limited to, the items listed. Exercise equipment: Yoga mats (\$10 each x 300 mats = \$3,000); mat cleaning wipes (\$12 per pack x 15 = \$180); resistance bands: light (\$8.50 x 105 bands = \$892.50), medium (\$9.30 x 105 bands = \$976.50) and heavy weight (\$10.05 x 90 bands = \$904.50) . Total estimated cost for exercise equipment + tax (9%) and shipping = \$7,000. Program tools: journals (300 journals x \$12.90 each = \$3870) ; pens (15 boxes x \$8.09 per box = \$121.35); dinnerware set (25 sets x \$42.50 = \$1062.50); clear plastic tumblers (10 doz. x \$17.65 = \$176.50); flatware set (\$104 per set x 12 sets = \$1248); Estimated cost for program tools + tax (9%) and shipping = \$7,500. Personal safety whistles (\$2ea. x 250 = \$500)

Operating Expenses: Contracted Services	LSTA	Cash Contributions	In-Kind	Total
CiviCRM - Constituent Relationship Management software	\$0	\$0	\$210	\$210
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$210	\$210

Description: CiviCRM software - \$17.50 per month x 12 months = \$210

Project Total	\$75,000	\$0	\$120,050	\$195,050
Indirect Cost Rate Applied 0 % Indirect Cost	\$0	\$0	\$0	\$0

Check one: (please see application instructions for additional information)

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

* please attach supporting documentation if required

Description:

Grand Total	\$75,000	\$0	\$120,050	\$195,050
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ELEMENT 6: ATTACHMENTS (please see application instructions for additional information)

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

ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2015/16

(please see application instructions for additional information)

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.

County of Los Angeles Public Library
Library/Organization

Adult 101: Life Skills Boot Camp for Teens
Project Name

Margaret Donnellan Todd
Library Director Name

County Librarian
Title

Library Director Signature

Date