

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 info to support the project.

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

California Library Literacy Services (CLLS) are provided confidentially, free, and one-on-one – all crucial qualities in attracting these hard-to-reach adults who don't have the skills and/or comfort level to attend traditional classroom-based programs. A state/local partnership by design, sustainability is achieved because state funds are leveraged locally -- over \$16.8 million dollars was provided by libraries and communities in FY2014/2015 (\$3.50 for each state dollar spent).

What started in 1984 as 27 participating libraries has grown to 102 public library systems today, providing services in over 800 locations. Each library dedicates staff to coordinate their literacy services and to train and match volunteer tutors with adult learners. Annually, approximately 10,000 volunteers provide instruction to over 18,000 adults.

Instruction is customized to each learner's immediate needs. There is no one-size-fits-all curriculum. "Roles & Goals" – outcome measures developed by CLLS - document life-changing achievements. During intake and assessment, each learner identifies personal literacy goals, and once matched with a tutor, they work together to achieve these goals.

Learners with a child under 5 in their lives may receive additional services: instruction is offered in the use of children's books, reading to children, and the use of activities such as songs, fingerplays and word games to promote a love of reading. They also receive free children's books to establish home libraries.

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

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

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

- Adult Learner Leadership Institute (ALLI) Boot Camps empower adult learners with leadership and public speaking skills.
- Easy Voter Guides engage voters and prospective voters with limited reading capacity.
- A Tele-tutoring consortium provides the opportunity for learners waiting to be matched with volunteer tutors in another program with tutors waiting for a learner in another area of the county or state.

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

- One New CLLS Literacy Coordinator/Library Director Orientation to provide program training to local library staff.
- Best Practice Workshops provide professional development opportunities through the regional literacy networks.
- Underwrite registration fees for staff and volunteers to attend professional development conferences.
- Maintain CLLS online reporting system to aid local programs in providing annual service and financial data which can be available in the form of feedback reports to assist with program improvement and for making their case locally for continued support.
- Continuation of the online tutor training pilot project to enable libraries to prepare tutors to be matched with learners and/or obtain enhanced tutor training as needed.

ELEMENT 3: PLANNING AND EVALUATION

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*)

Lifelong Learning

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

Information Access

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

Institutional Capacity

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

Economic & Employment Development

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

Human Services

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

Civic engagement

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

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

Projects supported by this grant assist CLLS programs in sustaining their high quality literacy services to meet the needs of adult learners and their families who come to the library seeking help with reading and writing skills. The purpose is to ensure that more adult learners will have access to free tutoring from well trained and supported volunteers to improve their reading and writing in order to secure or improve employment opportunities, enroll in higher education, and/or actively participate in their children's education and in their community.

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

- # of Adult learners receiving service
- # of Volunteer Tutors
- # ALLI Boot Camp participants
- # of Best Practice Workshops held
- # of Best Practice Workshop participants
- # of Tele-tutoring sites engaged
- # of libraries receiving free Easy Voter Guides
- # of CLLS programs participating in the online tutor training project
- # of CLLS coordinators and library administrators oriented

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

Outcomes will be obtained from the annual CLLS "Roles and Goals" reports. These reports provide data pertaining to changes in an adult's life, such as the percentage of learners who have met their goal to read a book, help their children with homework, fill out a job application, or pass the citizenship test.

Outcomes from these projects will be shared among CLLS and libraries statewide, and in the CLLS annual report to the California legislature.

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

Funding for Literacy Initiatives will continue primarily with support from LSTA funds, and with local in-kind and cash contributions. Over the years these local contributions have ranged from \$3 - \$6 for every state dollar spent.

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

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

Description:

ALLI Boot Camps - Empower a minimum of 45 adult learners with leadership and public speaking skills through three weekend-long learner-facilitated Boot Camps in three locations around the state.

Tele-Tutoring - Continue to link locations where tutors are available with locations where tutors are not available and learners are waiting to be matched by deploying our reduced cost technology-based distance learning solution to two new sites in one city (Los Angeles) and continuing to support 15 existing sites in five additional library jurisdictions (Calexico, plus the counties of Imperial, Riverside, Nevada, and San Mateo).

New CLLS Literacy Coordinator/Administrator Orientation - CLLS programs continue to experience a high turn-over rate of literacy coordinators and library administrators. Many come with little or no literacy experience. The orientation provides them with the history, mission and values of CLLS, an overview of grant reporting requirements, program development and administration, and volunteer engagement. This group meeting has proven to be an effective way to communicate important information, while saving both library staff time and program momentum as new staff acclimates to their new job and the CLLS program.

Best Practices Workshops - Professional development opportunities through the regional literacy networks. Each of the eight regional networks will identify their members' most critical needs for training, and are allotted up to \$1,000 per network to bring coordinators and trainers to network meetings to provide their expertise in important adult education and literacy subjects and discussions.

Underwrite the cost of registration for staff and tutors participating in SCLLN's (Southern California Library Literacy Network) Professional Development Day, and the READ/San Diego Tutor Conference.

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

- Description - Apply standardized descriptive information and/or apply such information in a standardized format to items or groups of items in a collection for purposes of intellectual control, organization, and retrieval.
- Lending - Provision of a library's resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.
- Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.
- Other

Description:

Easy Voter Guide - To include content development, community review, full language translation in Spanish, Chinese, Vietnamese, and Korean, and free printed copies for public libraries (including distribution) for the November 2016 General Election.

Online Tutor Training - The Florida Literacy Coalition will continue to make its online tutor training program (already branded for California) available to up to 40 CLLS programs.

Online Reporting System - Contract with OneWebHosting.com to host and maintain the CLLS online reporting system to aid local programs in providing annual program and financial data. This program also enables effective data reporting to assist with annual reports to the legislature and state library, program improvement, and for making cases locally for continued support.

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

Description:

ELEMENT 4: 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	Fiscal Year 2016/2017											
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
ALLI BOOT CAMP												
- Meet with consultant and host libraries for Boot Camp planning	x	x										
- Boot Camp Implementation									x	x	x	
EASY VOTER GUIDE												
- Development and community review of Nov 2016 General Election Guide	x	x	x									
- Library ordering, printing, and distributing of guides			x	x	x							
TELE-TUTORING PROJECT												
- Install/Train staff and tutors in two Los Angeles jurisdictions		x	x	x								
- Support two new and 15 continuing tele-tutoring sites	x	x	x	x	x	x	x	x	x	x	x	x
NEW CLLS COORDINATOR & ADMINISTRATOR ORIENTATION												
- Schedule and plan for orientation	x			x								
- Identify, notify & register new coordinators and library administrators			x	x								
- Provide orientation					x							
BEST PRACTICES WORKSHOPS												
- Notify & remind the eight regional networks of professional development funds	x						x					
- Regional workshops held (dates TBD by regional networks)			x	x			x	x	x	x	x	x
ONEWEBHOSTING SUPPORT TO ONLINE REPORTING SYSTEM	x	x	x	x	x	x	x	x	x	x	x	x
ONLINE TUTOR TRAINING												
- Review/approve any Florida Literacy Coalition updates to their online training	x	x										
- Confirm up to 20 CLLS programs to continue using FLC online training	x	x										
- Seek & confirm up to 20 programs as new pilot participants (in 2 groups of 10)	x	x					x	x				
- Train, monitor and support pilot participants			x	x	x	x	x	x	x	x	x	x

ELEMENT 5: BUDGET

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

Budget Category	LSTA	Cash Contribution	In-Kind	Total
Salaries/Wages/Benefits				
CLLS staff attending Regional Network Meetings	\$0	\$0	\$32,000	\$32,000
CLLS staff/adult learner facilitator time - ALLI Boot Camps	\$0	\$0	\$8,640	\$8,640
CLLS Staff & Volunteer Support to Tele-Tutoring Consortium	\$0	\$0	\$74,880	\$74,880
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$115,520	\$115,520

Description: (All In Kind):

CLLS library staff attending Regional Library Literacy Network Meetings - 80 people x 2 meetings x \$200/day = \$32,000
 CLLS library staff support to ALLI Boot Camps - 1 Coordinator x 3 sites x 24 hours x \$45/hr = \$3,240
 CLLS ALLI Boot Camp facilitators - 3 teams of 3 adult learner facilitators x 3 Boot Camps x \$200/person/mtg = \$5,400
 CLLS library staff support to Tele-Tutoring program - 9 staff x 8 hrs/mo x 12 months x \$45/hr = \$38,880
 CLLS volunteer support to Tele-Tutoring program - 15 volunteers x 8 hrs/mo x 12 months x \$25/hr = \$36,000

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

Description:

Library Materials				
	\$0	\$0	\$0	\$0
	\$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:

Budget Category	LSTA	Cash Contribution	In-Kind	Total (B+C+D = E)
Consultant Fees				
ALLI Boot Camp Project Coordinator	\$5,400	\$0	\$0	\$5,400
Tele-Tutoring Project Coordinator	\$7,400	\$0	\$0	\$7,400
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$12,800	\$0	\$0	\$12,800

Description:

Rosie Manela - ALLI Boot Camp Project Coordinator - 3 boot camps x \$1,800 per camp = \$5,400

Dan Theobald - Tele-Tutoring Project Coordinator - \$2,400 to maintain support to 15 sites in six library jurisdictions and \$5,000 to add two new sites in Los Angeles.

Travel				
ALLI Boot Camps Project Coordinator & Participants	\$21,000	\$0	\$0	\$21,000
Tele-Tutoring Consultant Travel	\$3,500	\$0	\$0	\$3,500
New CLLS Coordinator/Administrator Orientation	\$18,000	\$0	\$0	\$18,000
Best Practices Regional Workshops	\$8,000	\$0	\$0	\$8,000
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$50,500	\$0	\$0	\$50,500

Description:

ALLI Boot Camps - 3 Boot Camps @\$500/camp = \$1,500 + 65 Adult Learners @ \$300/person = \$19,500 (\$21,000 Total)

Tele-Tutoring Consultant - 5 trips @ \$700/trip = \$3,500

New CLLS Orientation - 36 persons x \$500/person = \$18,000

Best Practice Workshop Presenters & attendee mileage - 8 networks x \$1,000 each = \$8,000

Note: Cost figures are based on 2015/16 actuals.

Supplies/Other				
ALLI Boot Camp meeting supplies	\$2,100	\$0	\$0	\$2,100
ALLI Boot Camp meeting space	\$0	\$0	\$4,500	\$4,500
Tele-Tutoring Equipment & VSee Subscriptions	\$2,000	\$0	\$0	\$2,000
Underwrite reg fees for SCLLN & San Diego Prof Confs	\$5,000	\$0	\$0	\$5,000
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$9,100	\$0	\$4,500	\$13,600

Description:

Supplies for ALLI Boot Camps - 3 Boot Camps @ \$700 each = \$2,100

ALLI Boot Camp meeting space - 3 library sites @ \$1,500 for the 3-day event = \$4,500 (In Kind)

VSee software for existing tele-tutoring sites \$1,150 + Equipment and VSee software for two new locations \$850 = \$2,000

Budget Category	LSTA	Cash Contribution	In-Kind	Total (B+C+D = E)
Contracted Services				
Easy Voter Guide - League of Women Voters of Calif	\$95,000	\$0	\$0	\$95,000
CLLS Reporting System - OneWeb Hosting.com	\$27,600	\$0	\$0	\$27,600
Online Tutor Training - Florida Literacy Coalition	\$5,000	\$0	\$0	\$5,000
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$127,600	\$0	\$0	\$127,600

Description:

Easy Voter Guide - content development, community review and translation into Spanish, Chinese, Vietnamese and Korean, graphic design and layout, free print copies for libraries (including postage) for the November 2016 General Election. Anticipate approximately 20 ballot measures and a minimum guide size of 16 pages this year. Free subdomain and widgets for public libraries will also be made available.

OneWebHosting.com - will host, maintain, and provide programming support to the CLLS online reporting system. Contract has moved to an annual fee for hosting and maintenance instead of the previously-paid hourly fee.

Online Tutor Training - continuation of the Florida Literacy Coalition (FLC) pilot project to provide online tutor training for CLLS. FLC will train and support 20 additional pilot libraries.

Project Total	\$200,000	\$0	\$120,020	\$320,020
Indirect Cost Rate Applied 10 % Indirect Cost	\$20,000	\$0	\$0	\$20,000
Check one:				
<input type="checkbox"/> No Indirect <input type="checkbox"/> Federally negotiated indirect cost rate * <input checked="" type="checkbox"/> Indirect proposed cost rate *				
* please attach supporting documentation if required				
Description: Indirect cost included cost for administrative and fiscal staff, workspace, utilities, internet, IT support, office supplies and use of equipment.				
Grand Total	\$220,000	\$0	\$120,020	\$340,020

ELEMENT 6: ATTACHMENTS

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

ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2016/17

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.

Pacific Library Partnership

Library/Organization

Literacy Initiatives

Project Name

Susan Hildreth

Library Director Name

Chief Executive Officer

Title

Library Director Signature

Date

file:mcp/lsta/announceapps&instr/1617