Appendix E
Received _____
Proposal # _____

Full Grant Proposal
Library Services and Technology Act FFY 2012

This form is available for download on our web site via: http://www.oregon.gov/OSL/LD/grantmainalt.shtml. Use 12 point Times New Roman, with one inch margins. Do not alter the format of this form. The deadline for receipt of the Project Proposal is **5:00 pm on Friday August 12, 2011.**

Part I: General Information

1. Project title: Listos para Aprender (Ready to Learn)
2. Applicant: Multnomah County Library
3. Address: 205 N.E. Russell, Portland, OR 97212
4. Contact person: Rita Jiménez, Director of Neighborhood Libraries Phone: 503-988-4366

   Email: ritaj@multcolib.org
5. Fiscal agent (if different than applicant):
6. Project URL (if any): http://www.multcolib.org/services/languages/spanish.html
7. U.S. Congressional District: 3
8. List geographic target area to be served by the project: Multnomah County
9. Estimated number of persons benefiting from the project: 5,000
10. Description of persons benefiting from the project: Latino children ages 0-5 and their parents.
11. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants. N/A
12. Project abstract (one paragraph): The goal of ***Listos para Aprender*** is to make our present Spanish storytimes more culturally appropriate programs that enhance the development of literacy among young Spanish-speaking children ages three to five, and empower parents by raising their awareness about ways to help their children get ready for school. A newly hired part-time Bilingual Library Outreach Specialist (Project Coordinator) will conduct outreach to the Latino community and coordinate a pilot program at three neighborhood libraries serving large numbers of Spanish-speaking families (Troutdale, Midland, Kenton)
13. Provide the text of the single most relevant goal and high-level outcome from the *Five-Year State Plan 2008-2012* that will be addressed by the grant project.
    Goal #3 - Fostering the Joy of Reading; **High-Level Outcome -** School readiness and educational performance are improved through library programming for children and young adults.

14. Briefly describe how the LSTA project will continue after the grant ends, especially noting local support: Multnomah County Library will use this pilot project to determine the most effective and culturally appropriate Spanish storytime model to use and then continue offering this model using local resources.

15. List letters of support for the project (name, affiliation) that are attached to this application. Do not include letters from project partners listed in #11. Gloria Wiggins, Catholic Charities/El Programa Hispano; Tanya Wolfersperger, Hacienda CDC; Julie B. Conroy, Multnomah Migrant Education (MESD); Martha Gross, Portland Public Schools Migrant Education; Amy Fowler, Mother & Child Education Center; Maria Mottaghian, Oregon Child Development Coalition/Migrant Head Start; Mary Elizabeth Carroll, Healthy Start; Christine Taylor, Latino Network.

PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT THE ANTICIPATED LENGTH OF YOUR GRANT PROJECT:
(Check applicable boxes)

THIS IS THE ✠ 1st YEAR OF A ✠ ONE YEAR GRANT PROJECT
☐ 2nd YEAR ☐ TWO YEAR
☐ 3rd YEAR ☐ THREE YEAR

For projects that are multi-year be sure to include an estimate of the funds anticipated to be needed for the future years in the budget discussion.

THIS IS PRIORITY **#1** OF THIS ORGANIZATION'S PROPOSALS

Part II: Project Budget

Proposed project budget (use this format only – do not alter):
(Double click on the table to enter data. Before closing the table, be sure to scroll to the top of it)

Item	**Local Cash**	**Local In-Kind**	**LSTA**	**TOTAL**
Personnel		$16,902	$24,899	$41,801
Benefits		$10,851	$15,879	$26,730
Travel			$240	$240
Equipment				$0
Supplies	$300	$250	$0	$550
Contractual		$500	$0	$500
Library Materials	$0	$0	$2,700	$2,700
Total Direct Charges	$300	$28,503	$43,718	$72,521
*Indirect Charges***			*$1,102*	*$1,102*
Total Budget	$300	$28,503	$44,820	$73,623

*** If requesting indirect charges, you MUST attach the relevant portion of a current federally-approved indirect cost plan.*

Proposed second year LSTA amount: N/A Proposed third year LSTA amount: N/A

Part III: Project Narrative

(Attach additional pages. See the criteria for grant proposal evaluation in the Grant Guidelines as well as the Grant Application Instructions for more information on this section.)

A. Background of Applicant (describe the agency's ability to undertake this project)

The mission of Multnomah County Library is to enrich lives by fostering diverse opportunities for all people to read, learn and connect. Multnomah County Library upholds the principles of intellectual freedom and the public's right to know by providing people of all ages with access and guidance to information and collections that reflect all points of view. What is now the Multnomah County Library dates its existence from 1864, a time when Portland was a frontier town with frame buildings, muddy streets and few sidewalks. A small group of Portland citizens met to establish a subscription library and reading room, organizing under the name "Library Association of Portland." On March 10, 1902, the library became a tax-supported free public library, open to all residents of Portland. In 1903, services were extended to all residents of Multnomah County and the Multnomah County commissioners became ex officio members of the library board.

In addition to being the oldest public library west of the Mississippi, the Multnomah County Library is Oregon's largest public library, serving nearly one-fifth of the state's population as it provides public library service to the 736,785 residents of Multnomah County *(July 1, 2010 Revised Population Estimates, Population Research Center, Portland State University; certified as of March 31, 2011).* The Portland Metro area is forecast to take in nearly a million new residents by 2030, a 46% increase from 2005 in an area that already has more racial and ethnic diversity than the rest of the state; 18% of residents speak a language other than English at home. Multnomah County has the greatest number and largest proportion of minorities in Oregon. This percentage is broken roughly into 80% White; 10% Hispanic or Latino (of any race); 6% Black; 1% American Indian/Alaska Native; 7% Asian/Pacific Islander; with 7% reporting some other race, or two or more races (*2009 American Community Survey*). Statistics reported for FY 2011 indicate that Multnomah County Library hosted 22,436 public programs for kids, teens, adults, and families that were attended by 325,171 people.

To address the needs of its community, Multnomah County Library has significantly expanded its services to speakers of languages other than English. Federal funding has played an important role in funding the planning research and assessments that have revealed the needs of these rapidly growing groups. For example, thanks in large part to the LSTA-funded project *LIBROS* (*Library Outreach in Spanish*), Multnomah County Library has been able to expand its Spanish language programming and develop a Spanish language website that parallels the English version. This same desire to fully serve all residents led the library to successfully seek an LSTA 2006 (*Planning Culturally Appropriate Library Services)* grant to fund a comprehensive needs assessment for local Russian, Vietnamese, and Chinese speakers. Further, thanks to an LSTA 08 grant (*This is How I Use My Library*), speakers of Chinese, Vietnamese and Russian throughout the state now benefit from a new informational orientation DVD. Today, Multnomah County Library provides printed information about its programs and services in four languages – Spanish, Russian, Chinese and Vietnamese. In 2011, 18,707 people attended the library's 1,396 Spanish programs; 150 programs in Chinese were attended by 2,086 people; 32 programs in Russian were attended by 478 people; and 207 programs in Vietnamese were attended by 2,599 people. The library has added "*Talk Time"* to its list of programs offered —English

conversational practice sessions held in several neighborhood libraries—as well as citizenship classes. In July 2011, Multnomah County Library was presented with a 2011 National Association of Counties Achievement Award for its work with immigrant communities in Multnomah County, achieved through the key strategies of increased bilingual staff, rich collections, engaging library programs, outreach, and partnerships.

Multnomah County Library also offers many programs and services designed to address the early childhood years of 0-8, the most important period for literacy development. For example, in 2007 library staff created *Every Family Reads*, a community reading project to motivate families to read and experience books together. To enhance that experience, the library offers related programs, such as art exhibits, puppet performances, craft workshops, and author visits. To address an urgent need to increase literacy skills for parents of children ages 2-11, the library targeted and increased the frequency of book reading and storytelling, as well as other related language and literacy activities for Latino families. Thanks to two years of seed money from LSTA in 2008 and 2009 for *Families Reading Together/Familias Leyendo Juntas*, the library's parent education training program significantly impacts skill-building for parents in a meaningful way. The environment in which Multnomah County Library operates is continually evolving. As services and materials evolve to reflect the changing needs and desires of our users, there are constants that define this library over the course of time and transformation: a quality collection, excellent service and welcoming spaces. The seven service priorities listed below (2009-2012) will ensure that Multnomah County Library provides our community with the best, most relevant service it can with limited resources:

1. **Exceptional customer service:** Our patrons consistently receive outstanding customer service that is responsive to change. Patrons will easily find staff who are available to assist and interact with them at their points of need.

2. **A resource during this economic crisis:** Patrons will find resources, programs and support to improve their lives during the current economic crisis.

3. **Efficient materials movement:** Patrons will receive their library materials as quickly and cost-effectively as possible. Patrons will be able to access materials in ways that are focused on self-service and ease of use.

4. **Early literacy:** Children from birth to age five will have programs and services designed to ensure that they will enter school ready to learn to read, write and listen.

5. **Success in school: support for K–12 student learning:** Students will have the services, materials and resources they need to succeed in school and to improve their literacy.

6. **Resources for immigrants:** Immigrants will have the information and resources they need to participate successfully in life in the United States.

7. **Facilitating civic engagement:** Patrons will have access to resources that support, create opportunities for, and inspire participation in our community, as well as address issues of public concern.

In 2010, Multnomah County Library was honored with the Institute of Museum and Library Service's National Medal for Museum and Library Service. Multnomah County Library's ongoing commitment to serve its entire community and to ensure that families receive culturally and linguistically appropriate services, coupled with its successful track record of serving children and families, especially those from unserved and underserved populations, makes it a worthy applicant for FY 2012 LSTA funding. Our service priorities #4, #5 and #6 are especially relevant to the proposed project, ***Listos para Aprender***.

B. Detailed statement of problem

Traditionally, early literacy programs at libraries have focused on children. Storytimes and other programs might model strategies that parents can use to develop early literacy skills, but parent education is not typically the primary intent. The Public Library Association (PLA) and Association for Library Service to Children (ALSC) have proposed that public libraries have an even greater impact on early literacy through an approach that focuses on educating parents and caregivers. Teaching parents and other caregivers how to support the early literacy development of their children is the basis of Every Child Ready to Read® @ your library. The premise of this national initiative is that, if the primary adults in a child's life can learn more about the importance of early literacy and how to nurture pre-reading skills at home, the effect of library efforts can be multiplied many times.

The last decade has brought a growing consensus on the range of skills that serve as the foundation for reading and writing ability. According to a scan of a 2010 literature review conducted by PLA and ALSC, children need a rich language and conceptual knowledge base, a broad and deep vocabulary, and verbal reasoning abilities to understand messages that are conveyed through print to become a skilled reader. Children also must develop code-related skills, an understanding that spoken words are composed of smaller elements of speech (phonological awareness); the idea that letters represent these sounds (the alphabetic principle), the many systematic correspondences between sounds and spellings, and a repertoire of highly familiar words that can be easily and automatically recognized. But to attain a high level of skill, young children need opportunities to develop these strands, not in isolation, but interactively. Meaning, not sounds or letters, motivates children's earliest experiences with print.

A 2011 report, *America's Children: Key National Indicators of Well-Being,* compiled by the Federal Interagency Forum on Child and Family Statistics (a working group of 22 federal agencies) reflects the most recent collected data on issues related to children and families. The

education section of this report presents key indicators of how well children are learning and progressing from early childhood through postsecondary school. The education of children shapes their own personal development and life chances, as well as the economic and social progress of our nation. An indicator on family reading to young children suggests the extent of home support for early learning. Reading to young children promotes language acquisition and is linked with literacy development and, later on, with achievement in reading comprehension and overall success in school. The percentage of young children read to daily by a family member is one indicator of how well young children are being prepared for school: A higher percentage of White, non-Hispanic and Asian, non-Hispanic children than either Black, non-Hispanic or Hispanic children were read to every day in 2007. Sixty-seven percent of White, non-Hispanic children, 60% of Asian, non-Hispanic children, 35% of Black, non-Hispanic children, and 37% of Hispanic children were read to every day by a family member.

The 2010 Oregon Kindergarten Readiness Results and Recommendations Report cites key findings from the most recent (2008) readiness survey. Of children entering Oregon kindergartens in 2008, 46% of those who were surveyed met all five developmental domains of readiness. However, only 29.6% of students who were English Language Learners met all five developmental domains. Children's early experiences with books are among the most significant indicators for their success in learning to read in school, and supportive efforts that begin very early in life are the most successful. Children whose parents read to them become better readers and perform better in school. Well-read to children internalize a form of story grammar, a set of expectations of how stories are told which enhances their understanding. Knowledge becomes easier to access, producing more knowledge networks. And those with a rich knowledge base find it easier to learn and remember. Print conventions act as an immediate indicator of children's familiarity with text, and are not integrally related to the other language based skills associated with reading success.

However, children who are English language learners experience each of these critical dimensions in the context of learning two languages, which only increases the complexity of the processes of language and literacy development. Research with second language learners has shown that oral language and literacy skills in the first language contribute to the development of those skills in the second language. This research supports a particularly strong linkage between oral language, phonological awareness, letter knowledge, background knowledge, and to a much lesser extent, print conventions, in the preschool years. These skills are highly interdependent. Phonological awareness appears to influence vocabulary development and vocabulary rate. Letter knowledge supports phonological awareness. Code-related skills are highly predictive of children's initial early reading success while oral language skills and background knowledge become highly predictive of comprehension abilities and later reading achievement. Each of these skills, when integrated in meaningful activity, has an important role to play in children's literacy development, and when feasible, children should be taught in their primary language. Primary language instruction helps to promote bilingualism and, eventually, biliteracy. Further, children need support in transferring what they know in their first language to learning tasks presented in English. Engaging children actively in meaningful tasks and providing many opportunities for them to participate at their functional levels will enable children to feel more efficacious, and to become contributing members in mainstream classrooms.

In Multnomah County, Latino children are underachieving at disproportionate rates. According to the 2009 American Community Survey, 10% of Multnomah County's residents are Latino, approximately 7% of whom are under 5 years of age. U.S. Census data shows that the Latino

population in Multnomah County increased 170% between 1990 and 2000. In 2010, Portland Public Schools, the largest district in Oregon, released a report about kindergarten readiness. Data collected in 2009 showed that only 55% of Latino children were ready for school as compared with 83% of White children, a 28% achievement gap that is the largest among all ethnic groups. Further, Portland Public Schools reports that this gap widens to 39% by the time Latino children reach third grade.

According to *Communities of Color in Multnomah County: An Unsettling Profile* (the first of a series of reports developed in partnership by the Coalition of Communities of Color with Portland State University) across Oregon, White children are accessing preschool educations at rates much higher than children of color. The 2010 report documents the experiences of communities of color in Multnomah County: In 2008, an estimated 61.2% of all students have some type of early childhood education experience. Access to these programs is unevenly available to children of color. While almost half of White children attend preschool, only 16% of Hispanic children, 27% of Native American, 41% of Asian and 32% of Black children have such access. In addition to accessing preschool programs, inequities exist in how ready children of color are for their kindergarten education. By the time children enter kindergarten, there is a disparity that, depending on the measure, averages between 5% and 15% in "readiness for learning" scores.

Although Multnomah County Library has significantly expanded its Spanish language programming and developed a Spanish language website that parallels the English version, attendance at Spanish storytimes (presently offered once a week at five library locations) is very low; the average attendance at Spanish storytimes in 2010 was seven as compared to an average attendance of 25 at storytimes in English. In FY2011, a total of 264 Spanish target language storytime programs were offered at a total of eight library locations; these drew audiences of only 3,131 or an average of 11 per program. Despite the high value placed on education by the Latino community, a number of studies have also found that Latino families are less likely to read books and share stories with their children than parents from other ethnic backgrounds. This is a significant finding, given that book reading and storytelling are considered measures of language and literacy engagement—two important behaviors related to children's developmental outcomes. Evidence suggests that many Latino families do not realize the impact that early literacy has on education or what they can do to help their children get ready for school. Without community action, educational disparities in our local public schools will become more deeply entrenched; gains made earlier in the decade will be lost; and the achievement gap will widen.

C. *Describe the proposed solution that the project will implement. Indicate the project goal, and the quantified objectives that will be used to measure whether the goal is accomplished. Describe the activities that will be undertaken to meet each objective. (include timeline)*

The goal of ***Listos para Aprender*** is to make our present Spanish storytimes more culturally appropriate programs that enhance the development of literacy among young Spanish-speaking children ages three to five, and empower parents by raising their awareness about ways to help their children get ready for school.

To accomplish this goal, we propose to accomplish four objectives over a 12-month project period:

1) Within the first LSTA-funded quarter, hire a part-time Bilingual Library Outreach Specialist (Project Coordinator) to conduct outreach to the Latino community and coordinate a pilot program at three neighborhood libraries serving large numbers of Spanish-speaking families (Troutdale, Midland, Kenton);

2) Beginning in the second LSTA-funded quarter, design a program model for each location that tests the benefits of a cohort/parent support group versus a drop-in model; the use of giveaway books as an incentive for participation; culturally appropriate branding in promotional activities; and whether weekdays, evenings, or weekends attract more families on a regular basis;

3) By the end of the second LSTA-funded quarter, work with three bilingual staff at the Troutdale, Midland, and Kenton neighborhood libraries to begin offering a series of three 16-week one-and-a-half-hour programs that include family activities, literacy-related parent education, and storytime segments; and

4) During the final LSTA-funded quarter, tabulate and analyze the evaluation results of the pilot program; recommend and select the best model to implement at Multnomah County Library; and share the lessons learned and findings with others at library conferences and workshops.

Key Project Activities: Obtain more input from the Latino community by collaborating with the Latino Network, Hacienda, and others; order library materials to be used as giveaway program incentives for attending families; conduct outreach efforts to Head Start programs, ethnic grocery stores, la pulga, and community fairs with promotional items that reflect Latino cultural values; plan and deliver 48 weekly programs by having bilingual staff work in pairs to concurrently share stories, parent literacy-focused skills-training on different topics each week; hold a graduation celebration (with food) at each site at the end of each 16-week period; and compile the result of ongoing evaluation activities, prepare a recommendation and carry out assorted dissemination tasks to share what was learned.

Plan of Operation: Each 16-week program will feature two bilingual library staff working together. For part of the program one will present to the parents while the other staff is reading to the children. Each presentation will be about the six early literacy skills and five early literacy practices, and how ***Listos para Aprender*** will help parents get their children ready for school. The chart below provides an outline of a storytime:

Time	Activity	Rationale
15 minutes	Welcome everyone as they arrive. Have puzzles out and other activities for parents to do with their children.	Personal approach is very important for the Latino community. Having some time where they could meet and greet with other parents will serve as yet another reason for Latino parents to want to come to these groups.
40 minutes	Storytimes (books and rhymes with early literacy messages).	Staff will develop the messages in advance so they have a repertoire from which to choose without feeling they are saying the same thing over and over again.

35 minutes	This is where we will use math games and other activities that parents could do with their children.	The Latino community will see the advantage of attending if there are more hands-on activities with letters and numbers, as this is closer to what they could relate to as "getting ready for school." Local experience and national research has taught us that reading is not a strong practice culturally among the Latino target population.

This project's approach and rationale reflects the best practices advocated by REFORMA, which is committed to the improvement of the full spectrum of library and information services for the approximately 56.2 million Spanish-speaking and Latino people in the United States. REFORMA's Children and Young Adult Services Committee recommends establishing a regular day and time for Spanish storytime as the best way to reinforce those rituals of literacy so crucial for inculcating the love of reading at a young age, developing and nurturing new readers, and establishing patterns for long-term library use. Storytime is an ideal time for demonstrating best practices for read aloud and/or engaging children in story reading. Since Spanish is the primary and in many instances the only language that the mother may speak and/or read, it is important that the home language be viewed as an asset and not a liability or a limitation. Since Spanish storytimes entail multiple audiences (child and their parents) it is important to welcome the parents, point out elements of a story, and encourage both children and their parents to participate in the telling of the story.

This approach will be embedded in Spanish storytime programs, which distinguishes it from an earlier 2008-09 LSTA-funded project. The goal of *Families Reading Together/Familias Leyendo Juntas* was to build parenting, critical thinking, and literacy skills; improve family communication; and promote reading and story sharing in the home. That earlier project used the Motheread curriculum to focus on parents of school-age children to address adult literacy through one of the ways that most motivates many parents — by improving their literacy in order to help their children academically. ***Listos para Aprender*** will exclusively focus on Spanish-speaking parents and their preschoolers with an enhanced storytime format that engages parents and young children concurrently.

Parent literacy-focused skills-training will be offered on different topics each week, such as:

- Brain development --- ¿Qué está pasando? / What is happening?
- Vocabulary---Aprendiendo nuevas palabras / Learning new words
- Print motivation---Disfrutando los libros / Enjoying books
- Print awareness---Cuesta abajo, de izquierda a derecha / Going down, from left to right
- Letter knowledge---ABC
- Phonological awareness---¡Juguemos con ritmas! / Let’s play with rhymes!
- Narrative skills---¡Cuéntamelo todo! / Tell me everything about it!
- Dialogic reading---¿Qué, cómo, dónde? / What, how, where?
- Numbers---123
- Developmental appropriate books--- Libros para tí / Books for you
- Self regulation---En sus marcas…Listos…¡Fuera! / Ready…Get set…Go!
- A topic related to science/measurements---Observemos / Let’s observe

- Games that support early literacy---Juegos divertidos / Fun games
- Latino Network presents... Parents as First Teachers---Mamá Maravilla y Papá Poderoso / Wonder Mom and Powerful Dad
- Planning for graduation---Parents will help plan graduation
- Graduation event---Listos para aprender! / Ready to learn!

Once a week, a group of 8-12 parents and their children will meet at the library for one-and-a-half hour. For the last 35 minutes of the program, the children will be learning about letters, numbers, shapes, colors and other concepts. Below is an illustrative example of one day of ***Listos para Aprender:***

Time: 15 minutes
Objective: Parents will get to know each other and the children will get comfortable before the storytime begins.
Activity: Welcome with music, toys, snacks and name tags.

Time: 40 minutes
Objective: Parents will learn how to share books with their children. Children will benefit from the reading, songs and other activities.
Activity: Library staff will read 2-3 books including rhymes and songs.

Time: 35 minutes
Objective: Parents will learn about the important of early literacy and how to develop skills with their children. Children will learn new concepts that will help them become more prepared for school.
Activity: Training for parents with library staff, and simultaneously, other library staff will be doing educational activity with the children

The sample lesson plan for week five (Letter Knowledge/ABC) illustrates our intent with this project:

Welcome: (15 minutes)

1. Have a CD with songs about letters playing in the background as children and parents arrive.
2. Children will share the first letter of their name with library staff and help write his/her name tag.
3. Parents and children will play with shapes and letters puzzles.

Storytime in Spanish: (40 minutes)
Open with a song, alternate between reading a book and doing a rhyme or singing a song.

Parents Training simultaneously with children activities: (35 minutes)
Objective for the parents: Parents will learn about ways to help their children learn the letters through books, games, fun and easy activities they can do at home and by taking opportunities that are present in everyday life.

Activities:

1. Ice breaker involving letters.
2. Library staff will introduce the topic and share that, in order for a child to be able to read written words, children must understand that written words are made up of individual letters and that each letter has its own name and is related to a sound.
3. Library staff will ask parents to share ways each of them introduces letter knowledge to their child. Staff could start by mentioning some example like, finding letters in signs, playing with magnets, or baking dough letters.
4. Parents will share and learn from each other. Library staff will gather a list of these ideas and give to parents as a compiled hand-out to take home by the next class.

Objective for the children:
Children will become more familiar recognizing that letters are different from each other and knowing that they have different names and sounds.

Activities:
With help from adult, children will:

1. Search for giant foam letters that are spread out throughout the room.
2. Call out the name of the letter as they find each letter.
3. Put the foam alphabet in order.
4. Color in the first letter of their names.

The proposed program features crucial components that support literacy development, including:

- A supportive learning environment in which children have access to a wide variety of reading and writing resources.
- Developmentally appropriate practices that actively engage children's minds and build language and conceptual development.
- Adult engagement of the primary caregiver in children's learning through conversations, discussions, and contingent responses to children's questions and queries, during the library storytimes and at home during family reading times.
- A weekly interactive book reading routine that introduces children to multiple genres, including information books, narrative, poetry, and alphabet books.
- Activities that support small group and one-to-one interactions and differing levels of guidance to meet the needs of individual children.
- A masterful orchestration of activities that supports play, learning and social-emotional development.
- Adjustments and accommodations for English Language Learners that allow them to successfully engage in learning activities, first during library storytimes and later in their classroom.

Project Timeline

First Grant Quarter: Hire Project Coordinator. Hold initial one time meeting with partner organizations about ways we could collaborate through the grant time. Hold planning meetings with coordinator and staff at pilot locations. Design and produce publicity materials.
Begin to do outreach. Submit first LSTA report.

Second Grant Quarter: Train staff offering storytimes. Select and purchase books and other supplies. Start first cohort group of storytimes. Produce 2nd LSTA grant report.

Third Grant Quarter: Complete first cohort group. Have group graduation for children of the first cohort. Give recognition to parents for their participation. Conduct assessments/oral interviews to evaluate program. As much as feasible, track library card usage from the cohort members. Start second and third cohorts. Produce 3rd quarterly LSTA report.

Fourth Grant Quarter: Complete second cohort. Have graduation for the children and recognition for the parents who participated. Hold assessment/ oral interviews to evaluate program. Complete third (and final pilot) cohort group. Hold the last group graduation for children. Provide recognition to parents for their participation. Handle assessment activities/oral interviews to evaluate program. Continue to track library card usage from the cohort members. Participate in peer evaluation site visit. Produce final LSTA report and share lessons learned with others.

Project Staffing

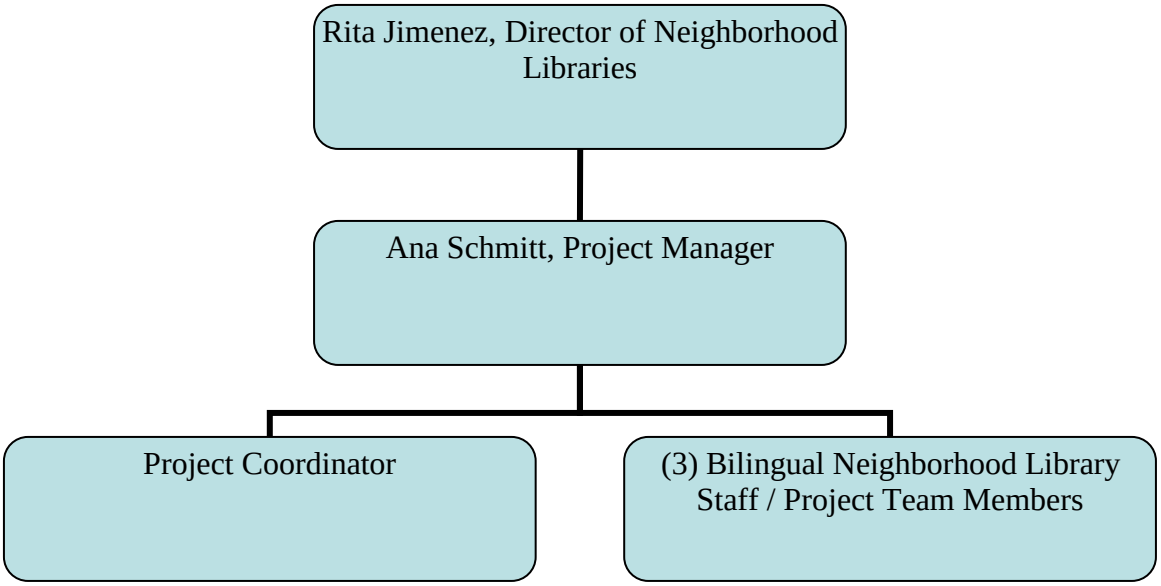
The role of the Project Manager
Project Manager **Ana Schmitt** will be responsible for the overall implementation of the project, prepare and file LSTA reports (quarterly and final), and will work closely with the newly hired Project Coordinator. Ana has been a Bilingual Outreach Specialist with the library since 2007; she is responsible for coordinating Spanish outreach system-wide, and regularly forges partnerships and collaborations with other county departments and nonprofits. Ana earned her B.A. in Education, from the Universidad Nacional Pedro Henriquez Ureña, Santo Domingo, Dominican Republic in 1994. Ana reports to **Rita Jimenez**, Director of Neighborhood Libraries, who will provide guidance to Ana. Rita manages 18 branch libraries throughout Multnomah County; supervises 22 library managers; and oversees library services for language minorities throughout the county. Rita holds a Master degree in Library Science from the University of Arizona.

The role of the Project Coordinator
The Project Coordinator will be a newly hired Bilingual (Spanish) Outreach Specialist. The minimum qualifications for this position include a Bachelor's degree in psychology, sociology, child development, or a related field and two years of experience in the related fields. The primary role of the Project Coordinator will be to develop, plan and implement three pilot storytime programs for Spanish-speaking parents of preschoolers. The Project Coordinator will work closely with the Project Manager to create lesson plans, booklists paired with activities that can be enjoyed at home, and other Spanish storytime elements, and will assist with outreach activities to recruit parents to regularly attend Spanish storytimes at each neighborhood library's 16-week session.

The role of the Bilingual Project Team Members

The Project Team expects to meet at least monthly during the project. The team is composed of three bilingual library staff at the targeted neighborhood libraries: Kenton, Midland, and Troutdale. **Alán L. Gabriell**, Bilingual Spanish Library Assistant since 2003, received his B.A. from the University of Cincinnati; **Laura Bradshaw**, Bilingual Spanish Library Assistant since 2010, received her B.A. in Law in Mexico; from 2006 until her promotion, Laura was a Bilingual Spanish Clerk at the library. The bilingual staff position at Kenton is currently vacant, but once filled, this person will be a key member of the team. (Not included in the chart or budget calculations are approximately 3 hours to be contributed by Spanish collection librarian, Lisa Regimbal, who will handle the giveaway book selection and ordering; and approximately 8 hours to be contributed by **Ellen Fader**, Youth Services Director, who has oversight on all storytime training and will help integrate this project's findings into existing storytime training for all youth-serving staff.)

Project Organization Chart



D. Budget narrative

The total one-year project budget is **$73,623**.
A LSTA grant of $44,820 would be used to support the wages associated with the hiring of a part-time Bilingual Library Outreach Specialist to serve as the Project Coordinator ($24,899) and benefits calculated at 64% ($15,879). LSTA support of Travel ($240) is directed at mileage reimbursement for project team meetings and library program observations; library materials ($2,700) consisting of 180 Spanish/bilingual paperback juvenile titles as incentives to give to families attending the project's Spanish storytime sessions; and Indirect charges ($1,102) at the approved rate of 2.52%.

Local cash/in-kind contributions of $28,803 include wages for 700 hours of five Personnel ($16,902); their Benefits ($10,851) calculated appropriately at 51-70%; Supplies of promotional fliers ($250) and food at each cohort's graduation event ($300); and a Contract ($500) with a Latino graphic artist to design a culturally appropriate program logo. (Although the IRS

announced a new mileage reimbursement rate of 55.5 cents/mile effective July 1, 2011, this higher rate is not projected to still be in effect when the project starts early in 2012.)

A detailed itemized budget appears below:

Multnomah County Library 2012 LSTA Listos para Aprender

Item	Rationale	Local Cash	Local/Partner In-kind	LSTA GRANT
Personnel				
Rita Jimenez, Lib Mgr Senior	24 hours	$0	$1,195	$0
Ana Schmitt, Project Manager	100 hours	$0	$2,571	$0
Alan Gabriell, Lib. Asst.	192 hours	$0	$3,976	$0
To be named, Librarian	192 hours	$0	$5,418	$0
Laura Bradshaw, Lib. Asst.	192 hours	$0	$3,742	$0
Project Coordinator, Outreach Spec.	1044 hours .5 FTE 51-70%	$0	$0	$24,899
Benefits				
Rita Jimenez, Lib Mgr Senior		$0	$612	$0
Ana Schmitt, Project Manager		$0	$1,631	$0
Alan Gabriell, Lib. Asst.		$0	$2,765	$0
To be named, Librarian		$0	$3,228	$0
Laura Bradshaw, Lib. Asst.		$0	$2,615	$0
Project Coordinator, Outreach Specialist	64%	$0	$0	$15,879
Travel				
Project Team Meetings (4)	.50 mi x 20 miles x 6 staff	$0	$0	$240
Equipment	N/A	$0	$0	$0
Supplies				
Promotional Fliers/Posters	1,000 x .25 each	$0	$250	$0
Graduation Event (food)	60 people x $5	$300	$0	$0
Contractual				
Graphic Artist (Latino)	flat design fee	$0	$500	$0
Library Materials				
180 children's pbks	$15/ea	$0	$0	$2,700
Total Direct Charges		$300	$28,503	$43,718
Indirect Charges (2.52%)		$0	$0	$1,102
TOTAL PROJECT BUDGET		$300	$28,503	$44,820

E. Evaluation method

We plan to model our evaluation approach on the successful one used by the Latino Network in their parent/child programs. Oral interviews with each participating parent will be handled at the

end of the 16-week storytime session. These interviews will include a self-assessment that reflects a "before and after" perspective regarding the program's effectiveness for parents and their child.

Quantitative data will include attendance counts per session and overall 16-week program series; completion/graduation rates; and circulation rates of relevant library materials.

Expected project outcomes include:

- An increase in the number of Latino children and family members who attend early literacy and other library programs;
- An increase in the number of Latino parents, as well as their children, who feel welcome in the library — they are comfortable visiting and talking with staff;
- During oral interviews, parents report an increase in actual behavioral changes (e.g., they read or sing more to their children);
- An increase in the number of community partnerships with Latino-serving organizations who now recognize the important public education role a public library can play in preparing children for school and lifelong learning;
- An increase in the number of library staff who have a better understanding of what they can do in day-to-day business to meet the needs of our Latino patrons with young children; and
- An increase in kindergarten readiness key indicators among participating Latino children attending Spanish storytimes.

This project holds significance for statewide library development, especially as public libraries prepare to serve a growing Latino population that has increased by 73%. Data from the 2000 Census showed 275,000 Hispanics living in Oregon, 8% of all Oregonians residing in every county in the state. The latest estimates indicate that between 1960 and 2050 the proportion of Asian, Black and Hispanic Americans will grow from 15% to 52% of the total population. The American Library Association has identified “Equity of Access” as one of the guiding principles for investment of energy and resources. In view of the need to gain public acceptance for initiatives to provide culturally appropriate library services for minority populations, this facet of equity of access and the results of our pilot project can stimulate discussions in other Oregon libraries about services and programs for unserved and underserved people.

All young children benefit from the opportunities to develop their early literacy skills and get ready to learn to read with the help of well-funded public libraries and pre-kindergarten programs. The public library should provide an interactive, free place for parents and their young child to enjoy the written and spoken word, aided by library professionals skilled in early literacy techniques that parents can replicate at home. Young children develop important literacy skills, enjoy positive learning experiences and prepare to enter kindergarten “school-ready” at the library. Public library programming and books for children make a difference. Public libraries provide engaging programs and amazing collections that help children from all backgrounds become excited and enthusiastic readers.

Early childhood development programs have substantial payoffs. Investments in high quality early childhood development programs consistently generate benefit cost-ratios exceeding 3-to-1—or more than $3 return for every $1 invested. For low-income and disadvantaged children, for

every $1 invested in a quality pre-K program, there is a nearly $13 public benefit through savings on future public expenditures like special education, welfare, and especially crime (*Source: Bright Futures, the early childhood education newsletter of the National Governors Association*).

This project is relevant to the following LSTA goal, high-level outcome, and strategy:

Goal #3 - Fostering the Joy of Reading.

High-Level Outcome - School readiness and educational performance are improved through library programming for children and young adults.

Strategy -Support emergent literacy efforts and school-readiness issues that affect a disadvantaged population.

This project is also significant to a number of other organizations across the state that have been involved in the work to address the achievement gap, and to develop culturally competent educators, including the Oregon Department of Education, Oregon Leadership Network, Chalkboard Project, Oregon University System, Teacher Standards and Practices Commission, Oregon Association of Latino Administrators, Oregon School Boards Association, Confederation of Oregon School Administrators, and Oregon Education Association. Recent efforts in the state have been spearheaded by the Oregon Leadership Network, a multi-agency/multi-district collaboration focused on changing how Oregon recruits and develops its school and district leaders. The network has identified cultural competency as necessary to strengthen leadership policy and development, and are working to include cultural competency in policy and state administrator licensure standards. The cultural competency development is now a large component of the Oregon Leadership Network's mission to strengthen education leadership to improve student success and eliminate the performance gap between different ethnic and socioeconomic student groups. Locally, this project is significant to the work of the Latino Network, the Cradle to Career Initiative led by Portland Schools Foundation (Early Childhood Collaborative), and the Coalition of the Communities of Color.

<u>How this project will be publicized</u>
The publicity plan includes outreach efforts in Spanish to Head Start programs, ethnic grocery stores, la pulga, and community fairs with designs on promotional items that reflect Latino cultural values. Booklists in Spanish promoting age-appropriate titles and accompanying activities will be made widely available, as will fliers announcing the Spanish storytimes at community libraries. Community supporters (e.g., Latino Network, Hacienda, Portland Public Schools, Portland Schools Foundation, Mt. Hood Head Start, IRCO, Healthy Start) will use their formal and informal distribution networks to promote the project.

Results from this pilot project will be promoted to the Oregon State Library, as well as to the broader state and national library community through: written reports, public presentations at future conferences, and with published findings in appropriate print and electronic media, such as *American Libraries, Public Libraries,* and the *OLA Quarterly*. Our findings will be shared with REFORMA members and other nearby jurisdictions' library systems facing similar challenges. Information on the Spanish storytime program design, results, and recommendations for future replications will be communicated to decision makers and other stakeholders. The lessons

learned during this pilot will be publicized and disseminated to other librarians, elected county commissioners, Board members, and key community leaders at meetings and project debriefings, as well as during meetings with library staff. The reports from this project will be shared with other librarians.

Part IV: Certification of Application

1. Documentation of project support. Partners listed in Part I, number 11 must sign. The grant applicant signs IV.3.d. If the fiscal agent is different than the applicant, they sign IV.3.e.

I HAVE READ THE PROPOSAL PRESENTED ON THE PRECEDING PAGES. I AM AWARE OF THE OBLIGATIONS THAT PARTNERSHIP IN THE PROPOSED PROJECT WOULD ENTAIL. BY MY SIGNATURE I CERTIFY MY ORGANIZATION'S COMMITMENT TO SUPPORT THE PROPOSED PROJECT AS DESCRIBED IN THE PRECEDING PAGES.

Name	*Library/Organization*	*Signature*	*Date*

2. Certification for Children's Internet Protection Act

Public and public school library applicants, and consortia with public or school members **must** check one of the options below (a, b, or c).

a.	The applicant public or public school library has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. Every computer connecting to the Internet, public and staff, is filtered. The filter can be disabled upon request of adults.
b.	***(for consortia only)*** Prior to using any LSTA funds to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet for a public library or a public school library, the applicant consortium or group will collect and retain a duly completed Internet Safety Certification from every constituent public library or public school library in accordance with requirements of Section 9134(f) of the Library Services and Technology Act. Every computer connecting to the Internet, public and staff, is filtered. The filter can be disabled upon request of adults.
c. ×	The requirements of Section 9134(f) of the Library Services and Technology Act do not apply to the applicant library because no funds made available under the LSTA program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet for a public library or public school library that does not receive discounted E-Rate services under the Communications Act of 1934, as amended.

3. Certification of the grant applicant and/or fiscal agent (if different than applicant)

a. I affirm that the jurisdiction or organization (henceforth, ORGANIZATION) is the designated fiscal agent for the project described in this application and is empowered to receive and expend funds for the conduct of the proposed grant project.

b. I affirm that the information contained in this application is true and correct and that the ORGANIZATION for which I am an official has authorized me to submit this application for LSTA grant funds.

c. I affirm that if this application were to result in the ORGANIZATION being awarded grant funds to carry out the project described in this application, that the ORGANIZATION would comply with all of the federal and state requirements for the administration of LSTA grants, including part IV.2 above and allowable costs described in Appendix B of the General Information and Grant Application Guidelines, Library Services and Technology Act.

4. Signature of grant applicant

_____
Name of official authorized to enter into contractual agreements for the ORGANIZATION

_____
Title

_____
Signature Date

_____
Email

_____
Phone number

5. Signature of fiscal agent (if different than applicant or if applicant is not a 501(c)3 or legally established entity or if applicant does not have contract authority for the ORGANIZATION)

_____
Name of official authorized to enter into contractual agreements for the ORGANIZATION

_____
Title

_____
Signature Date

_____
Email

_____
Phone number

This form must be received at the State Library no later than 5:00 p.m. on Friday, August 12, 2011.

Faxed copies will not be accepted. There are no exceptions. If requesting indirect costs, attach appropriate sections of a federally approved indirect cost plan.

Mail or deliver **one copy** of your application to:

Library Development Services
Oregon State Library
250 Winter St., NE
Salem, OR 97301-3950

As a courtesy, the State Library asks that you email an electronic copy of your proposal, in rtf or Word format, without letters of recommendation and appendixes, to *ann.reed@state.or.us*. This does not substitute for the signed, mailed copy.