

**Full Grant Proposal
Library Services and Technology Act FFY 2015**

This form is available for download in Microsoft Word on our web site via:
<http://www.oregon.gov/osl/LD/Pages/LSTAcomp.aspx>. Proposals not meeting the following conditions will be returned. Use 12 point Times New Roman with one inch margins. Hard copy must be **single-sided**. Do not change the words on this form. The deadline for receipt of the full proposal is **5:00 pm on Friday August 15, 2014**.

Part I: General Information

1. Project title: *Evaluating Listos Para El Kinder*
2. Applicant: Multnomah County Library
3. Mailing Address: 205 N.E. Russell Street, Portland OR 97212
4. Contact person: Rita Jiménez, Neighborhood Libraries Director Phone: 503.988.4366
Email: ritaj@multcolib.org
5. Fiscal agent (if different than applicant): N/A
6. Project URL (if any): N/A
7. U.S. Congressional District: 3
8. DUNS number: 030784888
9. List geographic target area to be served by the project: Multnomah County
10. Estimated number of persons benefiting from the project: 1,580 annually
11. Description of persons benefiting from the project: Preschool children ages 3 - 5 years old, their parents, and other family members (usually younger siblings).
12. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants. N/A
13. Project abstract (one paragraph): In Year One, our project **goal** is to carry out a process evaluation designed to collect information that will be used to improve our program's impact on kindergarten readiness for Spanish-speaking children; determine what modifications might be needed and implement those program modifications; and add to the growing body of knowledge about what approaches work best for Spanish-speaking children entering kindergarten.
14. Provide the text of the single most relevant goal from the *Five-Year State Plan 2013-2017* that will be addressed by the grant project: **Goal #3: Develop a culture in libraries that promotes evaluation and use of evaluation results.**

15. Briefly describe how the LSTA project will continue after the grant ends, especially noting local support: This LSTA evaluation project will last only two years, but the empirical evidence from the evaluation will help Multnomah County Library attract community partners and, potentially, funding to increase the local support needed to continue offering this culturally responsive early childhood program in Spanish.
16. 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.

Alma Rivera, Avanzamos & Portland Niños Program Manager, Hacienda; Julie Conroy, Migrant Education Program Manager, Multnomah Education Service District; Maria Mottaghian, Program Director, Oregon Child Development Coalition of Multnomah County; Angela Sandino, Migrant Education Director, Portland Public Schools.

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		\$8,599	\$0	\$8,599
Benefits		\$5,185	\$0	\$5,185
Travel		\$0	\$0	\$0
Equipment				\$0
Supplies	\$770	\$250	\$1,300	\$2,320
Contractual			\$27,600	\$27,600
Library Materials			\$0	\$0
Total Direct Charges	\$770	\$14,034	\$28,900	\$43,704
Indirect Charges**			\$676	\$676
Total Budget	\$770	\$14,034	\$29,576	\$44,380

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

Proposed second year LSTA amount: \$38,787 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, 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 766,135 residents of Multnomah County (*US Census, 2013 population estimate*). Multnomah County has the greatest number and largest proportion of minorities in Oregon. This percentage is broken roughly into 72% White (alone, not Hispanic or Latino); 11% Hispanic or Latino (of any race); 7% Asian; 6% Black; 2% American Indian/Alaska Native; with 4% reporting some other race, or two or more races (*2013, US Census Quick Facts*). Preliminary statistics reported for FY 2014 indicate that Multnomah County Library hosted 21,989 public programs for kids, teens, adults, and families that were attended by 315,181 people.

To address the needs of a community in which 20% of residents speak a language other than English at home, and 15% are foreign-born, Multnomah County Library has significantly expanded its services to speakers of languages other than English. Federal funding has played an important role in funding these services; past LSTA-funded projects include *LIBROS: Library Outreach in Spanish*, *Planning Culturally Appropriate Library Services*, and *This is How I Use My Library*. The pilot phase of the program known today as *Listos Para El Kínder* (formerly called *Listos Para Aprender* or *Ready To Learn*) was initially made possible, thanks to a FFY 2012 LSTA grant. These types of programs and resources developed for immigrants have attracted national attention and a 2011 national achievement award from the National Association of Counties. During FY 2014, approximately 24,015 people attended the 1,706 programs that Multnomah County Library offered in multiple languages and/or languages other than English.

During 2012 - 2015, the following five priorities will guide Multnomah County Library's services, programs and philosophy during a critical time of change and evolution. Throughout this transformation, we will hold as constants three pillars that define the library's role and value in this community:

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- *Free access for all*
- *A trusted guide for learning*
- *The leading advocate for reading*

The service priorities listed below build upon these pillars and will guide us over the next two years. We will make forward-thinking decisions to usher Multnomah County Library into the future, providing this community with the best, most relevant service possible, while using limited resources wisely. As our economy, the needs of our community, and the ways in which we access information change and transform, we will continue to listen thoughtfully and respond in kind.

We think yes

All library patrons will consistently receive outstanding customer service, in person and online. Patrons will receive their library materials as quickly and cost-effectively as possible in ways that are focused on access, self-service and ease of use. The library will use limited public resources with great care.

We champion reading for all

Library staff will provide knowledgeable advisory services about a full spectrum of resources to benefit patrons at their points of need. The format of library materials and how we provide information will evolve over time. Our community can always expect a high-quality, thoughtful mix of materials that serve a broad spectrum of needs.

We help the community flourish

Patrons will find resources, programs and support to improve their lives and contribute to the economic health and vitality of this community.

We prepare young minds for success

All children from birth to age five will have programs, services and materials designed to ensure that they will enter school ready to learn to read, write and listen. All K-12 students will have programs, services and materials to support reading and success in school.

We speak your language

The library will connect immigrants to the information and resources they need to be successful in the United States. We will engage people of all ages with free opportunities and friendly guidance to help them learn English, build job and technology skills, prepare for citizenship and attain educational goals.

In 2010, Multnomah County Library was honored with the Institute of Museum and Library Service's (IMLS) National Medal for Museum and Library Service. Multnomah County Library has proven its ongoing commitment to serve its entire community and continues to ensure that families receive culturally and linguistically appropriate services. Our priorities to "prepare young minds for success" and "speak your language" are especially relevant to this FFY 2015 LSTA request. Our successful track record of making sure all children enter school ready to learn to read, write and listen makes us a worthy applicant for FFY 2015 LSTA funding.

B. Detailed statement of problem

Hispanics are the fastest growing segment of the U.S. population. According to U.S. Census Bureau data, the Hispanic population increased by about 58%, from 22 million in 1990 to 35 million in 2000, as compared with an increase of about 13% for the total U.S. population. In 2010, the U.S. Census Bureau estimated the number of Hispanics to be about 50.5 million, or about 16% of the U.S. population, up 43% from the 2000 census. The increase of over 15 million Hispanics from 2000 to 2010 accounted for more than half of the total population increase in the U.S. during that time. As these data reflect, the proportion of the U.S. population that is Hispanic is increasing over time. Additionally, data collected in 2009 by the U.S. Department of Education indicate that a substantial proportion of Hispanic students in grades 4 (37%) and 8 (21%) are English language learners. These two facts — the growing size of the Hispanic population in the United States and the percentage of fourth- and eighth-grade Hispanic students that are English language learners — underlie the achievement gap between Hispanic and White fourth- and eighth-graders. Closing the achievement gap remains a challenge. While Hispanic students' average scores have increased across the assessment years, White students had higher scores, on average, on all assessments.

Locally, despite being the largest of Multnomah County's communities of color, Latinos face institutional barriers that prevent proportional representation in government, private sector, and educational advancement. The 2012 report, *The Latino in Multnomah County: An Unsettling Profile*, revealed an array of racial inequities facing the Latino community that limits their well-being and their children's prospects for a bright future. Among this report's findings are: individual poverty levels that are 77% higher than Whites and family poverty rates that are 152% higher; a per capita income of \$14,627 that is \$18,000/year less than that of Whites; an unemployment rate that has more than doubled since 2007 while White unemployment has increased by 38%; a high school non-completion rate of 43.7% as compared to 6.3% for Whites; a teen birthrate at six times higher than Whites (single mothers raising children under 5 have poverty rates upwards of 90%); Latino homeownership rates at 31% as compared to 60% of Whites; and Latino youth who face significant disparities among those criminally charged (97% higher rates), and are more likely to be held in detention (rates are 34% higher than Whites).

To address these types of disparities, Multnomah County is fortunate to have a solid collective impact effort that is inclusive of all sectors of the broader community. This effort, convened by All Hands Raised, involves over 60 partners representing students, families, business, community-based providers, teachers, administrators, government and community leaders. The partnership has adopted a shared vision that is encapsulated in its tag line: *Education, Equity, and Excellence from Cradle to Career*. All partners are committed to building a community where opportunity and achievement is available to all, and race is no longer a predictor of student success. Following an inclusive and transparent process to identify its initial priorities, the partnership created four Collaboratives, co-convened by community partners, to focus on the most pressing needs facing the county's children and youth. The Ready for Kindergarten Collaborative is focused on the needs of young children and utilizes the wisdom and resources of committed individuals and organizations to eliminate racial and ethnic disparities, address economic barriers, and align quality supports for young children and their families. Multnomah

County Library is a participating member of this Collaborative, and Director of Libraries, Vailey Oehlke, serves on the Ready for Kindergarten Leadership Advisory Council.

About 45,000 children enter kindergarten each year in Oregon, and over 7,600 children annually enter kindergarten in Multnomah County's major public school districts. A study titled *Disparities in Multnomah County Kindergarten Readiness: Which Children is Our System Failing?* was commissioned by the Ready for Kindergarten Collaborative co-conveners – Social Venture Partners and Multnomah County – and was released by Portland State University's Population Research Center in March, 2012. **This study prioritized nearly 30,000 children in Multnomah County, age zero to five, who share characteristics associated with kindergarten unpreparedness.** To find the priority population of young children, the study used research conducted nationally, which indicated that our system is most likely to fail children with at least one of these population characteristics:

- Parents living on a low-income.
- Children of color.
- Limited English spoken in the home.
- Mother did not finish high school.
- Living in a single-parent home.

Children growing up in families with one or more of these characteristics are likely to need extra support to reach key developmental milestones and have their physical, mental, cognitive, and emotional health needs met. But disparities exist even at the preschool level. According to the 2010 report, *An Unsettling Profile: Communities of Color in Multnomah County*, 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. Most children of color are unable to access preschool programs, though they are overrepresented in Head Start initiatives. Across Oregon, White children (about 61%) are accessing preschool educations at rates much higher than children of color, while only 16% of Hispanic children have such access. In 2010, there were nearly 55,000 children under the age of six in Multnomah County, representing about 8% of the total population, and more than one third of all children under 18. Multnomah County's percent of children under six is higher than in Oregon or the U.S.

Governor John Kitzhaber, in his address on strategies to meet Oregon's 40-40-20 education goals, called for investments *"in an educational system that is actually designed for the 21st century and one that is drawn to integrating our system from early childhood through primary and secondary education, through postsecondary education and training."* Educators at every level of the system are being asked to think of themselves no longer in silos, but as individuals who are connected to the entire enterprise from early education to postsecondary education and as active participants to help those students along the educational path to success.

For public libraries, this means seizing the opportunity to demonstrate what our early childhood programs do, why they are so important, who benefits from them, and how they are connected to primary education — specifically, kindergarten readiness. It means stepping back to confirm that our early childhood programs are related to Oregon's changing demographics and are not "a one size fits all" approach. It means that our programs should be inclusive of the inputs and outcomes

(e.g., inviting buy-in from parents and other community stakeholders), with intermediate goals that focus on the intake part of the pipeline (pre-K) and not just on the end (college). Lastly, it means that our early childhood programs should be harmonized over time, with an openness to review and adjust when necessary as change occurs inside the education, political and economic structure of the state. One such change in education is the use of metrics not just as a score-keeping device, but as diagnostics to determine if new policies are working or if adjustments are needed (and if so, where). One such metric is the new Oregon Kindergarten Assessment.

Starting last fall of 2013, all Oregon students entering kindergarten began participating in the statewide assessment that includes measures in early literacy, early math, social-emotional development, approaches to learning, and self-regulation. For the first time ever, the Oregon Kindergarten Assessment is now providing parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school.

Using a 15-item Child Behavior Rating Scale, classroom teachers observe how each child learns (approaches to learning); their ability to follow directions (self-regulation); and how each child interacts with other students and teachers (interpersonal skills). The early literacy section of the assessment asks children to say the names of as many letters as they can in one minute while looking at a chart with upper and middle case letters; say the sounds of as many letters as they can in one minute while looking at a chart with upper and middle case letters; and for children who are identified as an English language learner whose primary language is Spanish, they will also be asked to say the names of as many Spanish letter names as they can in one minute while looking at a chart with upper and middle case letters. Each child is also tested for early math by being asked to point to the answer for 16 math questions that include counting, simple subtraction, simple addition, and identifying number patterns (e.g., which number is missing?).

As fall 2013 was the first year of the assessment, one component — the Spanish literacy assessment — was voluntary. Beginning in the fall of 2014, this portion of the assessment will no longer be voluntary and must be administered to all eligible Spanish-speaking English learners (in addition to the English literacy assessment). The common statewide assessment will provide a statewide perspective that will allow educators to track trends and progress over time.

We know that achievement gaps start early – generally before students even enter kindergarten – and that they are most successfully addressed early. Inequities in how ready Hispanics are for their kindergarten education, as compared to Whites, are clear from just the small sampling depicted below in Tables 1 and 2 compiled from the Oregon Kindergarten Assessment 2013-14 data for Multnomah County:

Table 1. Oregon Kindergarten Assessment 2013-14 Data for Seven Multnomah County School Districts: Hispanics

<i>Self Regulation</i>	<i>Approaches to Learning</i>			<i>Early Mathematics</i>		<i>Early Literacy</i>			
	<i>Interpersonal Skills</i>	<i>Total</i>		<i>Numbers & Operations</i>		<i>Letter Names</i>		<i>Letter Sounds</i>	
<i>Average Rating (1 - 5)</i>	<i>Average Rating (1 - 5)</i>	<i>Average Rating (1 - 5)</i>	<i>N</i>	<i>Average Num Correct (0- 16)</i>	<i>N</i>	<i>Average Num Correct (0- 100)</i>	<i>N</i>	<i>Average Num Correct (0- 110)</i>	<i>N</i>
3.7	4.1	3.8	615	7.7	586	15.1	613	4.9	613
3.0	3.4	3.1	72	6.8	70	7.7	70	1.5	69
3.4	3.8	3.5	427	5.9	392	5.6	400	1.4	400
3.2	3.7	3.4	272	6.1	248	8.1	265	2.1	265
3.5	3.9	3.6	136	6.5	132	6.9	132	2.4	134
4.0	4.5	4.2	8	10.4	8	27.9	8	9.2	8
3.5	3.8	3.6	220	6.5	215	8.5	216	1.9	216

Table 2: Oregon Kindergarten Assessment 2013-14 Data for Seven Multnomah County School Districts: Whites

<i>Self Regulation</i>	<i>Approaches to Learning</i>			<i>Early Mathematics</i>		<i>Early Literacy</i>			
	<i>Interpersonal Skills</i>	<i>Total</i>		<i>Numbers & Operations</i>		<i>Letter Names</i>		<i>Letter Sounds</i>	
<i>Average Rating (1 - 5)</i>	<i>Average Rating (1 - 5)</i>	<i>Average Rating (1 - 5)</i>	<i>N</i>	<i>Average Num Correct (0- 16)</i>	<i>N</i>	<i>Average Num Correct (0- 100)</i>	<i>N</i>	<i>Average Num Correct (0- 110)</i>	<i>N</i>
3.7	4.0	3.8	2,285	9.6	2,343	26.5	2,364	10.7	2,364
3.2	3.6	3.4	87	8.3	96	20.1	96	5.8	96
3.4	3.7	3.5	340	7.3	297	14.1	305	4.4	305
3.3	3.7	3.4	467	8.3	448	18.5	454	6.9	451
3.4	3.6	3.5	202	7.7	195	16.2	203	4.3	203
3.7	4.0	3.8	63	9.0	63	25.9	62	13.6	62

From May 2012 through February 2013, a FFY 2012 LSTA grant funded a pilot program called *Listos Para Aprender* at three Multnomah County neighborhood libraries. The purpose of that pilot program was to make the library's Spanish storytimes more culturally appropriate in order to enhance the development of literacy among young Spanish-speaking children ages 3 to 5, and to empower parents by raising their awareness about ways to help their children get ready for school. This pilot program was a great success with parents (actual quotes translated from Spanish):

"I did not know how to help my child, Listos helped us to learn, and socialize with other children. Thanks to Listos my child talks more and is not shy, he feels comfortable around other children."

"As parents, dedicating the time to participate in the program has been very helpful. We have learned how to teach our children, be more patient with them and devote the time. We see that our daughter is now more independent, she asks more questions when we read together, she recognizes all of the letters of the alphabet, writes her name easily and has started to write words."

"Our family loves the program, we like to learn how to support our children at early age in our home, devote them time to reading and teaching. We are very grateful for all the facilitators do for our little ones; their work is an inspiration to be better teachers at home."

"I was held back in first grade for three years because I did not learn to read and write. I do not want my child to have this embarrassing experience."

Now fully funded by Multnomah County Library and being implemented as a 12-week program called *Listos Para El Kinder*, the program offers a variety of social and learning opportunities that raise parent awareness and assist children in managing life in a group setting, while providing literacy and math experiences that strengthen children's pre-reading and pre-math skills. This program served 1,579 participants from September 2013 to June 2014. Participants include the preschool child (ages three to five), parent(s) and other family members, usually younger siblings. As of mid-July 2014, there were 70 families on the waiting list for *Listos*. Given that this program has only been promoted through community partners and word of mouth, this waiting list reflects the Latino community's positive response to this early literacy program and its approach. This culturally responsive program offered in Spanish includes a variety of promising practices to enhance the development of literacy among young Spanish-speaking children ages three to five, who have not had the opportunity to benefit from early childhood community programs, and empower parents by raising their awareness about ways to help their children get ready for kindergarten. *Listos Para El Kinder* also supports the intergenerational transfer of language, traditions, and culture through books, stories, songs and dances from Latin America. The 12-week curriculum delineates clear objectives and ideas based on specific topics that guide each session; is flexible and encourages the creativity and innovation of the facilitators; suggests ideas for addressing the type of behavior expected in kindergarten; and models ways of sharing the information on the day's topic and distributes any materials (in Spanish) needed for each session.

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Multnomah County Library is heavily vested in ensuring the quality of early childhood programs, particularly in the areas of language and literacy. However, our current assessment strategy consists mostly of gathering comments (anecdotal evidence) and survey data from parents immediately following program completion, rather than collecting on any empirical evidence. The five-question survey we presently use for *Listos Para El Kínder* (translated from the Spanish) asks:

1. What motivated you to participate with your child in the *Listos Para El Kínder* program?
2. Before participating in the *Listos Para El Kínder* program, how many days a week did you read with your child?

7 or 6	5 or 4	3 or 2	1	never
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3. After participating in the *Listos Para El Kínder* program, how many days do you read with your child?

7 or 6	5 or 4	3 or 2	1	never
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4. What changes have you observed in your child’s learning after your participation in the *Listos Para El Kínder* program?
5. In general, how was your family’s experience during the *Listos Para El Kínder* program?

However, the present iteration of our *Listos Para El Kínder* program focuses on more than academic preparation; it builds social and emotional development skills. For this reason, it's important to assess the interrelationships among our program and others; look at comparative outcomes for specific populations facing achievement gaps; consider the impact of maintaining procedural fidelity to a prescribed curriculum that shares many of the same explicit, systematic instruction elements that have been proven effective with native English speakers; determine the peer effects for children with low English language skills; examine how social and behavioral skills and proficiency in Spanish affect low-income English language learners during their transition to school; and assess the quality of the program's language and literacy instruction.

Reviewing the data from the newly mandated Spanish literacy assessment in kindergarten will help library programs like ours address these achievement gaps earlier so that children can start kindergarten ready to learn, but more is needed. Evaluating the program will give us the reliable information we need to determine to what extent *Listos* is impacting the participant families, and to devise additional ways they can continue supporting their children, even after they have left the program. Scientifically based evaluation can provide solid data about which parts of the program are more effective and will help us identify areas for improvement. A third-person process and outcomes based evaluation will allow us to assess the current linkages between the library's program and kindergarten, so we can develop strategies to deepen the public library-school partnership and ensure our program becomes more intentional, responsive, and strategic.

Volumes of social, scientific and economic evidence clearly prove that the foundation for each child's social, emotional and mental development is established by the age of five. The implications are immense: we either invest in the lives of young children now, or pay more in social costs later. Despite myriad programs serving young children and their families, disparities in school achievement demonstrate that we are still not doing enough. In the future, we hope to build on this initial data by answering this question: What more do we need to know, and to do, in order to give all Spanish-speaking young children in Multnomah County the supports and experiences they need for success in school and in life?

We believe it is an appropriate use of LSTA funds to conduct a more rigorous evaluation of our *Listos Para El Kínder* program at this time. The formal research conducted during the process evaluation (Year One) will provide statistically valid data that proves what is working and what is not. In Year Two, the outcomes based evaluation (OBE) approach will help us tell our story to the community, encourage buy-in from parents and educators, and better position us for future funding requests to donors and foundations who are demanding empirical evidence that justifies the program's high allocation of staff benefitting a relatively low number of program participants (as compared to other library programs). Part of the usefulness of OBE is the concrete, objective way it can logically connect participation in a program or service to specific knowledge, attitudes, behaviors, skills, and other achievements.

The National Association for the Education of Young Children stresses that “*school readiness involves more than just children. School readiness, in the broadest sense, is about children, families, early environments, schools, and communities. Children are not innately ‘ready’ or ‘not ready’ for school. Their skills and development are strongly influenced by their families, and through their interactions with other people and environments, before coming to school.*”

All students deserve a strong start to school – a start that sets them on the path for success in kindergarten and beyond. Further research needs to be done to determine whether our existing *Listos Para El Kínder* program is reaching its goal of empowering parents to prepare their children for kindergarten. Many unanswered questions remain. A few of them are listed below, and represent opportunities for learning, transformation and continuous improvement. Throughout the evaluation process, we wish to invite dialogue and action on these and other opportunities to eliminate disparities and prepare all young children for school.

What needs of young children and their families remain unmet by the current *Listos Para El Kínder* program? To what extent is the *Listos Para El Kínder* program based on evidence-based or promising practices? Does the *Listos Para El Kínder* program raises awareness about library and community resources that enhance participants' school readiness and school success? What is the level of parental satisfaction with the *Listos Para El Kínder* program? Investigating these questions involves an assessment about whether the *Listos Para El Kínder* program adheres to certain standards, is delivered with an acceptable degree of fidelity, and is appropriate and effective with our targeted cultural and ethnic groups.

- 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)

Our proposed grant project offers us an opportunity to take a look back at where young Spanish-speaking children have been in order to take a look forward at the unique path that will make them most successful in school and life. We are seeking a two-year 2015 LSTA grant to more rigorously evaluate the impact of the *Listos Para El Kinder* program on the current participating families, and to assess its longer-term impact on kindergarten readiness for the original cohort of children who have just completed kindergarten. It is important to evaluate the impact of the program on both the current participant families and the original cohorts of young children.

In Year One, our project **goal** is to carry out a process evaluation designed to collect information that will be used to improve our program's impact on kindergarten readiness for Spanish-speaking children; determine what modifications might be needed and implement those program modifications; and add to the growing body of knowledge about what approaches work best for Spanish-speaking children entering kindergarten. We want to study the promise of the program, using a newly established baseline of data from the Oregon Kindergarten Assessment (administered in English and Spanish), as well as other readily available, relevant data collected by our Project Evaluator.

Our three **objectives** are to:

1. Early in the project's first quarter, issue a Request for Proposal to contract with a qualified third-party evaluator to design and carry out this (approximately) 36-week process evaluation;
2. Contract for qualified translation services (Spanish) for the evaluation tools as needed; and
3. By the final quarter of the project, analyze the assessment data and work with six program staff to make culturally responsive modifications to *Listos Para El Kinder* that reflect the lessons learned during this evaluation.

Plan of Operation

The Project Advisory Team will oversee the work of the selected Project Evaluator, and will be responsible for arranging for qualified translation services and handling parent focus group logistics.

Activities include designing and implementing the standard evaluation methodology used in projects of this type, such as: informed stakeholder interviews; pre- and post-assessments; classroom observations; focus groups; parent interviews (conducted individually and in groups); and site visits. Data collection and analysis will be handled by an independent Evaluation Team, as will all report-writing tasks.

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The team will rely on statistical procedures to match and compare the kindergarten readiness of Spanish-speaking children who have participated in *Listos Para El Kínder*, with groups of Spanish-speaking and English-speaking children who have not. The team will filter the data for biases (e.g., whether the children attended another preschool program or not), using experimental design and random-delayed design methodologies. If needed, the evaluators will design a new assessment instrument that takes a more comprehensive look at the participating children's literacy skills. These instruments will be translated into Spanish as needed.

Project Timeline

First Grant Quarter: First monthly meeting of project personnel is held; Request for Proposal for Evaluation Consultant is issued; Evaluation Consultant is selected; Evaluation design and related conversations are held with library staff (up to 6 weeks); a project logic model is created, as are any additional assessment tools required for the process evaluation; and the first quarter LSTA report is written and submitted.

Second Grant Quarter: Program observations during *Listos Para El Kínder* are conducted by Evaluation Consultant (up to 12 weeks); pre- and post-assessments are conducted; parent interviews are scheduled and held (up to 3 weeks); the Year Two LSTA project proposal is prepared and submitted; monthly project meetings are held; and the second quarter LSTA report is written and submitted.

Third Grant Quarter: Informed stakeholder interviews commence (up to 3 weeks); kindergarten observations (and some first-grade classroom observations) and conversations with teachers of past program participants are held (up to 8 weeks); site visits to neighborhood libraries hosting *Listos Para El Kínder* program are made for purposes of observation (curriculum fidelity) and assessment testing; several focus group sessions with parents and other stakeholders are convened; monthly project meetings are held; and the third quarter LSTA report is written and submitted.

Fourth Grant Quarter: Final Year One assessment data is collected, compared, and analyzed (likely to take up to 4 weeks); monthly project meetings are held; Evaluation Consultant draft report is written and distributed for comments; revisions to the report are made, based on feedback and follow-up conversations; Evaluation Consultant's final report is published, printed and distributed; program staff meet to incorporate modifications to *Listos Para El Kínder* program based on what we learned; and the final quarter LSTA report is written and submitted.

Project Staffing

The role of the Project Advisory Team

The six-person Project Advisory Team will be led by **Rita Jiménez**, Neighborhood Libraries Director. Rita manages 18 branch libraries throughout Multnomah County; oversees 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. Other Team members are: **Ana Schmitt**, who has been a Bilingual Outreach Specialist with the library since 2007. Ana 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; **Delia M. Palomeque Morales**, Bilingual Outreach Specialist, who coordinates the *Listos Para El Kinder* program system-wide. Delia holds a Bachelor of Arts degree in Elementary Education from the National University of Pedagogy, La Paz, B.C.S., Mexico; **Katie O'Dell**, Youth Services Director since July 2012, who represents the library and youth services' program of service to local educators and school administrators, educational advocacy groups, partners, and the public; and **Renea Arnold**, Multnomah County Library's Coordinator of Early Childhood Resources, who is a certified *Every Child Ready to Read @ Your Library* ® trainer, an Oregon certified brain development research trainer, and early childhood development specialist. The Team will be assisted in their work by **Claudia Sariñana**, Bilingual Assistant, Neighborhood Libraries, who will assist with project logistics and appointment scheduling.

The Project Advisory Team will:

- Help issue the Request for Proposal to select the Project Consultant/Evaluator.
- Attend project meetings with Project Consultant/Evaluator.
- Handle contracts for translation services, including those needed to produce evaluation tools, as well as outreach materials to invite assessment participants.
- Serve as liaison with stakeholder groups and agencies and help identify the names and contact information of those who should be invited to participate.
- Regularly report and share information with the Library Director on project activities.
- Supply information to the Project Consultant/Evaluator and comment on the draft report.
- Actively participate as appropriate in all evaluation activities.

The role of the Project Consultant/Evaluator

It is expected that the selected Evaluation Consultant, whose contract will be paid with LSTA grant funds, will demonstrate the following relevant education and experience:

- At least 3-5 year(s) of relevant experience (required)
- Work that demonstrates an understanding of evaluation methodology, especially as related to early childhood programs and kindergarten readiness (required)
- Work that demonstrates an understanding of culturally responsive library services (required)
- Excellent communication and facilitation skills (required)
- Experience in working with people from diverse cultures (required)
- Experience working with public libraries (required)
- Experience working with LSTA grant projects (preferred)
- Language skills in Spanish (preferred)

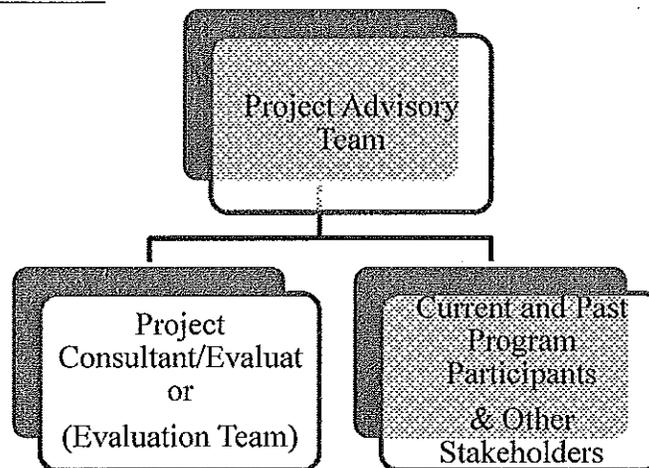
The role of past participants and other stakeholders

Approximately 130 past program participants (children and their parents) will be contacted and invited to participate in the evaluation project. Other community stakeholders will also be invited to participate, including kindergarten and first-grade teachers of past *Listos Para El Kinder*

Appendix E – Full Application Multnomah County Library

program participants, as well as other early childhood providers who specifically target Spanish-speaking children and their families. For example, Multnomah Education Service District (MESD) provides supplemental instruction and support services to identified migrant students and families to improve academic and English language skills. MESD provides children (ages three to five) with learning opportunities for cognitive, social, emotional and motor skills development in English and their native Spanish language. At Portland Public Schools, Title IC Migrant Education supports educational programs for migrant children to help reduce disruption and other problems that result from repeated moves. Migrant Education Services include a Migrant Summer School PK-6, and health and social service support and referrals to outside agencies. The Latino Network offers a model early childhood education program that provides Latino children with the crucial first building blocks of academic success. Consciously designed to address the serious gaps in school readiness faced by Spanish-speaking children in our community, *Juntos Aprendemos* serves over 100 families each year in four high-need schools in North, Northeast and East Portland. *Juntos Aprendemos* is a parent-child early literacy program focused on family involvement as a key principal in building the foundation for children’s success in school. The project brings low-income Spanish speaking families with children three to five years old to their neighborhood school for a series of 30 weekly classes. The Latino Network also offers *Padres Promotores de Educacion*, a parent organizing and leadership project designed to build parent knowledge, confidence and skills as active partners in their children’s education. Building on the strength and leadership of parent graduates of *Juntos Aprendemos*, the *Padres Promotores de Educacion* project engages Latino parents in workshops and hands-on projects to promote the academic success of their own children and advocate for systemic change. Representatives from these organizations and groups may be interviewed by the Project Evaluator, and the findings from this project will be shared with past participants and these stakeholders.

Project Organization Chart



D. Budget narrative

The LSTA grant of \$29,576 in Year One will support a \$27,000 contract (includes travel) for a 36-week process evaluation by a qualified third-party consultant, \$600 for translation services, and \$1,300 to design/print 100 reports. Indirect charges assessed against LSTA funds (\$676) are calculated at 2.34%.

Appendix E – Full Application Multnomah County Library

Local cash (\$770) will be used to purchase food at parent focus groups. Local In-kind (\$14,034) consists of 215 hours contributed by a six-member project team (their wages and benefits) and in-house printing costs for evaluation tools.

The Year Two LSTA grant of \$38,787 will support a contract (\$36,000) to conduct an outcome-based promising practices evaluation; translation services (\$600); report design/print (\$1,300); and indirect charges (\$887) at 2.34%.

The detailed Year One Project Budget is below in Table 3:

Table 3. Year One: Evaluation of *Listos Para El Kinder* (Final)

Item	Rationale	Local Cash	Local/Partner In-kind	LSTA GRANT	Total
Personnel					
Rita Jiménez, Lib Mgr Senior	80 hours	\$0	\$4,466	\$0	\$4,466
Ana Schmitt, Lib. Outreach Specialist	40 hours	\$0	\$1,194	\$0	\$1,194
Delia Palomeque, Lib. Outreach Specialist	40 hours	\$0	\$1,029	\$0	\$1,029
Renea Arnold, Prg. Supervisor	15 hours	\$0	\$616	\$0	\$616
Katie O'Dell, Lib Mgr Senior	15 hours	\$0	\$786	\$0	\$786
Claudia Sariñana, Office Asst Senior	25 hours	\$0	\$508	\$0	\$508
Subtotal Personnel	215 hours	\$0	\$8,599	\$0	\$8,599
Benefits					
	60.3% (average)				
Base of \$8,599		\$0	\$5,185	\$0	\$5,185
Subtotal Benefits		\$0	\$5,185	\$0	\$5,185
Travel	N/A	\$0	\$0	\$0	\$0
Equipment	N/A	\$0	\$0	\$0	\$0
Supplies					
Food for parent focus groups	\$7 x 110	\$770	\$0	\$0	\$770
Final Report (design/printing)	\$13 x 100 each	\$0	\$0	\$1,300	\$1,300
Evaluation Tools (printed)	1,000 x .25 each	\$0	\$250	\$0	\$250
Subtotal Supplies		\$770	\$250	\$1,300	\$2,320
Contractual					
Qualified Translation Services	Vendor Quote	\$0	\$0	\$600	\$600
Project Evaluator	\$750 x 36	\$0	\$0	\$27,000	\$27,000
Subtotal Contractual		\$0	\$0	\$27,600	\$27,600
Library Materials	N/A	\$0	\$0	\$0	\$0
Total Direct Charges		\$770	\$14,034	\$28,900	\$43,704
Indirect Charges (2.34%)		\$0	\$0	\$676	\$676
TOTAL PROJECT BUDGET		\$770	\$14,034	\$29,576	\$44,380

E. Evaluation method

The desired **outcome** of this project is to gather data during a process evaluation involving an estimated 130 individuals that will help us improve our library program and position it firmly as a kindergarten readiness promising practice, and share these best practices with others in Oregon.

The Evaluation Team, working with the Project Advisory Team, will design a project logic model that considers all of the desired kindergarten readiness outcomes, including the immediate impact on current program participants and the longer-term impact on past cohort groups. The Evaluation Team will help us discover how best to motivate parents attending the program; identify additional types of questions we should explore that we have not yet considered; and help us articulate the changes in behavior, knowledge, and attitude we wish to prove as outcomes of our program.

The key question for us at this time is: **Were *Listos Para El Kinder* program participants better prepared to enter kindergarten than other Spanish-speaking children who did not participate in this program?** Other important questions we wish to ask about during this evaluation project include:

1. What are the three biggest differences between children who participate in our *Listos Para El Kinder* program and those who do not?
2. What ways can we improve *Listos Para El Kinder* to increase the benefits and have the greatest impact?
3. How has *Listos Para El Kinder* impacted parental involvement in their child's ongoing education after their participation?
4. How did *Listos Para El Kinder* children perform on the Oregon Kindergarten Assessment as compared to non-participating Spanish-speaking children and English-speaking children?
5. Do the desired outcomes for the current *Listos Para El Kinder* curriculum correspond to the early childhood outcomes called for in the *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards*?
6. Is the current *Listos Para El Kinder* curriculum strengthening the six early literacy skills that serve as the foundation for learning to read and write?

The completed logic model is likely to include indicators relating to: greater access to literacy materials; greater involvement in literacy activities at home; improved scores on Oregon Kindergarten Assessment; higher receptive language skills as compared to non-participating Spanish-speaking children; better classroom management (behavior) skills; high quality language and literacy instruction during programs; high procedural fidelity to the prescribed curriculum; improved cognitive abilities; better initiative and self-control; and observed improvements in the elements of language development in the native Spanish language as they relate to the three phases of reading development (e.g., the pre-reading phase, the learning to read phase, and the reading to learn phase.)

This project is especially relevant to the following goals from the *Five-Year State Plan 2013-2017*:

Goal 3	Develop a culture in libraries that promotes evaluation and use of evaluation results
-------------------	--

This evaluation project is an appropriate use of LSTA funds because it addresses two explicit purposes (#4 and #5) of the six stated purposes of the LSTA Act 2010 below:

Purpose 1	Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
Purpose 2	Establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
Purpose 3	Providing training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services and enhance efforts to recruit future professionals to the field of library and information services.
Purpose 4	Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
Purpose 5	Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved.
Purpose 6	Developing library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.

This project holds significance for the statewide library development of early childhood programs, especially those addressing Oregon's changing demographics profile. Projected changes in Oregon's K-12 student pipeline indicate that areas of key growth are among populations that up to this time have not graduated from high school at high rates, have not advanced to college at high rates, and have not graduated from college at high rates. For example, in the high school class of 2010, Hispanic/Latino students comprised approximately 16% of total enrollment, with greater percentages in earlier grades. By the class of 2012, Hispanic/Latino students accounted for 23% of the class.

"Latinos as a group, as students there in your classroom, tend to be quiet, and unfortunately as a result, they are ignored. Or in many cases, we hear story after story from parents who have had their children placed in an ESL class, some of whom did not need to be there, and the parents

can't get the students out." - Testimony at 2011 leadership symposium sponsored by the Oregon University System.

At the other end of the pipeline, Oregon is challenged to decrease the number of students who enter kindergarten who are already behind in their reading skills. While equity and investment in child learning is persuasive through a values perspective (of helping every child attain the best chance to have academic success), it is similarly persuasive on the basis of economic return on investment. Every dollar spent on preschool education returns between \$7.16 and \$10 in later savings otherwise expended for medical care and criminal justice system care. Long-term studies show these savings exist primarily in criminal justice savings, as early childhood education serves to help children stay in school, have a higher IQ, adopt better educational skills, and have better jobs at higher incomes.

Our local project is part of a larger plan that reaches across Oregon. Governor John Kitzhaber has established the goal of a 100% graduation rate for the high school class of 2025. To meet that goal, all public libraries have an important role to play.

"Children across Oregon have amazing potential, and our job as adults is to meet them where they are and give them opportunities to be successful in school and in life. To stay on track to meet our educational goals, we need to make sure kids show up at kindergarten ready to succeed. We'll get there by supporting programs that offer quality early learning environments for all students." -- Oregon Governor John Kitzhaber.

This project is also relevant to Oregon's 40-40-20 Ready to Learn Goal: By about age 5, learners have the cognitive, social, emotional, and behavioral skills necessary for kindergarten.

How this project will be publicized

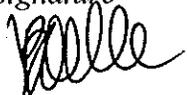
All publicity, whether printed or conveyed via other means, will clearly acknowledge the critical role played by Oregon State Library and IMLS in funding this evaluation project. When participants register for the 12-week *Listos Para El Kinder* program, library staff collect their phone numbers and names (parents' and child's). Past cohorts will be reached using this information on file. The project will also be promoted at Migrant Education schools, and through other networking avenues (e.g., Latino Network programs), in efforts to reach those whose contact information may have changed over time.

Results, lessons learned, and data collected and analyzed during this project will be shared with the Oregon State Library, as well as with the broader state and national library community, most likely through: written reports, public presentations at future conferences, and with published findings in appropriate print and electronic media, such as publications by *REFORMA*, *American Libraries*, *Public Libraries*, *School Library Journal*, and the *OLA Quarterly*. The findings uncovered during the two-year project period 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 upon request with other librarians serving Spanish-speaking children, community stakeholders, and school-based educators.

Part IV: Certification of Application

1. Documentation of project support. Partners listed in Part I, number 12 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.

<i>Name</i>	<i>Library/Organization</i>	<i>Signature</i>	<i>Date</i>
Vailey Oehlke	Multnomah County Library		8-11-14

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.	<i>(for consortia only)</i> 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)

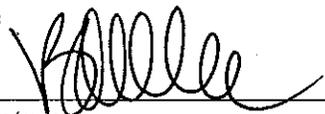
Appendix E – Full Application Multnomah County Library

- 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.

d. Signature of grant applicant

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

Director of Libraries
Title


Signature

8-11-14
Date

vaileyo@multco.us
Email

(503) 988-5403
Phone number

e. 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)

Chung Fun Leung
Name of official authorized to enter into contractual agreements for the ORGANIZATION

Finance Supervisor
Title


Signature

8-11-2014
Date

Appendix E – Full Application Multnomah County Library

Email fund@multco.us

Phone number 503-988-3157

This form must be received at the State Library no later than 5:00 p.m. on Friday, August 15, 2014.

Email a Word or PDF of your proposal to ann.reed@state.or.us. It is fine if you are not able to include letters of recommendation or appendices in the electronic copy. The electronic copy does not substitute for the hard copy original. Hard copy must be **single-sided**. The hard copy original of this form with signature must be received at the State Library no later than **5:00 pm on Friday, August 15, 2014. 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



July 21st, 2014

Board of Directors
Board of Directors

Dear Members of the LSTA Advisory Council:

Guillermo Sandoval
Guillermo Sandoval ^{Chair}
^{Chair}
Megdy Khoury
Megdy Khoury ^{Treasurer}
^{Treasurer}
Angela Martin
Angela Martin ^{Secretary}
^{Secretary}
Javier Alomía
Javier Alomía
Ana Alexandra
Ana Alexandra
Javier Fernández
Javier Fernández
José Ibarra
José Ibarra
Victoria Lara
Victoria Lara
Dave McConnell
Dave McConnell
María Ordoñez
María Ordoñez
Alex Perez
Alex Perez
Joseph Powell
Joseph Powell
Ellen Wyoming
Ellen Wyoming

Victor Merced
Executive Director
Victor Merced
Executive Director

Main Office
5136 NE 42nd Ave.
Main Office
Portland OR 97218
5136 NE 42nd Ave.
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Ph: 503.595.2116
Portland OR 97218
Ph: 503.595.2116
Fax: 503.595.2116
www.haciendaacdc.org
www.haciendaacdc.org

I am pleased to write this letter of support for Multnomah County Library's LSTA (Library Services and Technology Act) 2015 grant proposal, *Evaluating Listos Para El Kinder*.

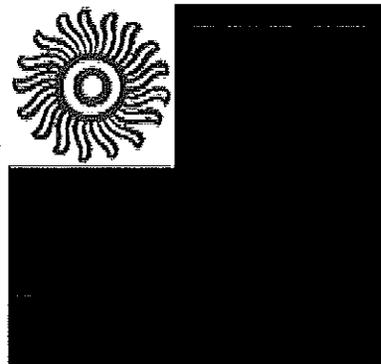
Recent estimates indicate that approximately 26,000 – 30,000 children birth to 5 years old in Multnomah County are at-risk of entering school unprepared for kindergarten. All students deserve a strong start to school – a start that sets them on the path for success in kindergarten and beyond. *Listos Para El Kinder*, a program conducted in Spanish by Multnomah County Library, offers a variety of learning activities and practices that enhance the development of literacy among young Spanish-speaking children ages 3 to 5 (who have not had the opportunity to benefit from early childhood community programs), and empowers parents by raising their awareness about ways to help their children get ready for kindergarten. The project goal is to carry out a process evaluation designed to collect information that will add to the growing body of knowledge about what approaches work best for Spanish-speaking children entering kindergarten.

We support this goal because we are committed to strengthening families and communities by providing opportunities for culturally specific educational support, personal enrichment opportunities, parent involvement and tools to empower families to look towards a self-sufficient future. Our Early Childhood program, Portland Niños, serves families with children ages 0-5 and applies Parents as Teachers curriculum through bimonthly home visits and group meetings. The program serves as a direct link to community resources such as the *Listos Para El Kinder* program. We are excited to welcome Library staff member Ana Schmitt, who will provide Literacy Training, story time, and summer reading sign-ups for our families on every other month for the 2014-2015 calendar year. Our families have utilized these resources in years past when the program has been offered as well. This is an essential resource for children to graduate from the program ready for their next step, either Head Start or Kindergarten and we look forward to continuing to work together to serve our community.

I highly recommend Multnomah County Library for the Library Services and Technology (LSTA) grant. As a result of this project's third-party evaluation, data will be gathered from an estimated 130 individuals that will help improve this library program and position it firmly as a kindergarten readiness promising practice, and best practices for working with Spanish-speaking children will be shared with others in Oregon.

Sincerely,
Alma Rivera
Alma Rivera
Alma Rivera
Avanzamos & Portland Niños Program Manager
Cell phone: 503-7-459-3704

Homeownership Support
Office
2717 NE Broadway St.
Portland OR 97232
Ph: 503.961.6432
Fax: 503.595.2116
www.haciendaacdc.org





July 10, 2014

Dear Members of the LSTA Advisory Council:

I am pleased to write this letter of support for Multnomah County Library's LSTA (Library Services and Technology Act) 2015 grant proposal, *Evaluating Listos Para El Kinder*.

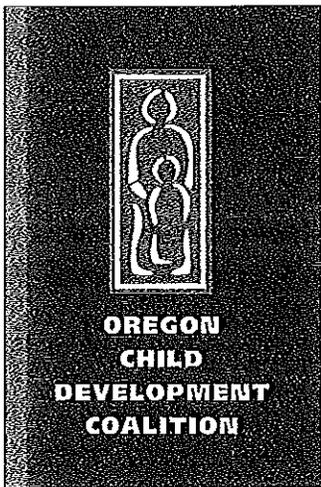
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We support this goal because of the national push by the Migrant Education Program to ensure our preschool population is ready for kindergarten. At our local level we are seeking community partners to support the 130 zero to 5 year old preschool children and their parents to prepare them for kindergarten.

I highly recommend Multnomah County Library for the Library Services and Technology (LSTA) grant. As a result of this project's third-party evaluation, data will be gathered from an estimated 130 individuals that will help improve this library program and position it firmly as a kindergarten readiness promising practice, and best practices for working with Spanish-speaking children will be shared with others in Oregon.

Sincerely,

Julie Conroy
Migrant Education Program Manager
Multnomah ESD



**OREGON
CHILD
DEVELOPMENT
COALITION**

Multnomah County
Services Provided:
Migrant Head Start
Early Head Start
Oregon Pre-Kindergarten

MULTNOMAH COUNTY
2727 SE Anderson Road, Gresham, OR 97080
tel 503.663.0896 fax 503.663.0447 www.ocdc.net

July 15, 2014

Dear Members of the LSTA Advisory Council:

I am pleased to write this letter of support for Multnomah County Library's LSTA (Library Services and Technology Act) 2015 grant proposal, *Evaluating Listos Para El Kinder*.

Recent estimates indicate that approximately 26,000 – 30,000 children birth to 5 years old in Multnomah County are at-risk of entering school unprepared for kindergarten. All students deserve a strong start to school – a start that sets them on the path for success in kindergarten and beyond. *Listos Para El Kinder*, a program conducted in Spanish by Multnomah County Library, offers a variety of learning activities and practices that enhance the development of literacy among young Spanish-speaking children ages 3 to 5 (who have not had the opportunity to benefit from early childhood community programs), and empowers parents by raising their awareness about ways to help their children get ready for kindergarten. The project goal is to carry out a process evaluation designed to collect information that will add to the growing body of knowledge about what approaches work best for Spanish-speaking children entering kindergarten.

We support this goal because as an agency that primarily serves the Latino population, we believe in preparing children for success in school and life while demonstrating understanding, sensitivity and support of the home language and culture. Our experience with Multnomah County Library has demonstrated their commitment to the children and families of the community.

I highly recommend Multnomah County Library for the Library Services and Technology (LSTA) grant. As a result of this project's third-party evaluation, data will be gathered from an estimated 130 individuals that will help improve this library program and position it firmly as a kindergarten readiness promising practice, and best practices for working with Spanish-speaking children will be shared with others in Oregon.

OCDC Administrative Office
PO Box 2780
9140 SW Pioneer Ct, Suite E
Wilsonville, OR 97070
tel 503.570.1110
fax 503.682.9426
www.ocdc.net

Sincerely,

Maria Mottaghian
Program Director
Oregon Child Development Coalition of Multnomah County



PORTLAND PUBLIC SCHOOLS

Telephone: (503) 916-5777 • FAX: (503) 916-3111

Angela Sandino
Migrant Education Director

Migrant Education Project

501 N. Dixon
Portland, OR 97227

July 22, 2014

Dear Members of the LSTA Advisory Council:

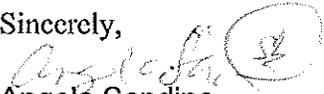
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Recent estimates indicate that approximately 26,000 – 30,000 children birth to 5 years old in Multnomah County are at-risk of entering school unprepared for kindergarten. All students deserve a strong start to school – a start that sets them on the path for success in kindergarten and beyond. Listos Para El Kínder, a program conducted in Spanish by Multnomah County Library, offers a variety of learning activities and practices that enhance the development of literacy among young Spanish-speaking children ages 3 to 5 (who have not had the opportunity to benefit from early childhood community programs), and empowers parents by raising their awareness about ways to help their children get ready for kindergarten. The project goal is to carry out a process evaluation designed to collect information that will add to the growing body of knowledge about what approaches work best for Spanish-speaking children entering kindergarten.

We support this goal because one of the primary objectives of the Migrant Education Program is teaching our students and families not only to read, but to create a passion for reading that endures a lifetime. The migrant families in Portland Public Schools benefit from the services provided by Multnomah County Library. Staff from the library have provided workshops for our families and have shared resources and reading materials with our preschool children who are just beginning to learn how to decode in both Spanish and English.

I highly recommend Multnomah County Library for the Library Services and Technology (LSTA) grant. As a result of this project's third-party evaluation, data will be gathered from an estimated 130 individuals that will help improve this library program and position it firmly as a kindergarten readiness promising practice, and best practices for working with Spanish-speaking children will be shared with others in Oregon.

Sincerely,


Angela Sandino
Angela Sandino

Multnomah County, Oregon

Countywide Cost Allocation Plan

For the Fiscal Year Ended June 30, 2015

(Based on the Year Ending June 30, 2013)
(Prepared in Accordance with OMB Circular A-87)



Prepared by:
Department of County Management
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EXPLANATION OF THE INDIRECT COST RATES

The Federal government recognizes that County Organizations incur identifiable overhead costs in support of grants and contracts.

Costs are categorized in two ways. The first establishes support costs internal to individual departments within the County and the other identifies countywide support costs.

Central Service Cost Allocation: The Central Service Cost Allocation Plan identifies and distributes the cost of services provided by County support organizations (i.e., Budget, Auditor) to those County departments (Health, Sheriff, etc.) awarded grants or contracts as a flat county-wide central service rate.

Departmental Indirect Cost Rates: Each department has a rate based on departmental administrative costs incurred within the organization. Only costs not charged directly to grants are included in the departmental rates.

Combined Indirect Cost Rates: These are the indirect rates that each department may charge to grants.

2014-2015 SUMMARY OF OMB A-87 INDIRECT COST RATES

MULTNOMAH COUNTY

Department	Page #	Central Indirect Cost Rate	Departmental Indirect Cost Rate	Combined Indirect Cost Rate
County Human Services	10	2.34%	2.65%	4.99%
Community Justice	11	2.34%	8.29%	10.63%
Health Services	12	2.34%	7.48%	9.82%
District Attorney	13	2.34%	5.34%	7.68%
Sheriff's Office	14	2.34%	5.74%	8.08%
Community Services*	15	2.34%	1.96%	4.30%
Library Services**	-	2.34%	0.00%	2.34%
Other County***	-	2.34%	0.00%	2.34%

* The Department of Community Services charges a separate administrative rate on Revenue Sharing Agreements for road maintenance in the Road Fund. For FY14 this rate was .6% for Central Rate and .3% for the Departmental Rate.

** The library does not have a departmental rate as the Library is a special district with an Intergovernmental Agreement outside of the Cost Allocation Plan that includes support service costs.

*** Other County represents miscellaneous non-departmental groups that primarily direct charge operations to grant awards or aren't supported by federal dollars.

SUMMARY OF CENTRAL SERVICE ALLOCATION

Central Service	Total
Auditor	\$ 1,200,701
Budget Office	1,266,624
Finance	5,108,925
Human Resources	4,271,800
Strategic Sourcing	153,773
Equipment Use	5,234,031
Total Allocation	\$ 17,235,854

$$\begin{array}{l}
 \text{Central Service Costs} \quad \$ \quad 17,235,854 \\
 \text{All Other Allowable Costs} \quad \$ \quad 736,363,974
 \end{array}
 = 2.34\%$$