

Date Received _____

Application Number _____

OREGON STATE LIBRARY

Appendix B

**GRANT APPLICATION
LIBRARY SERVICES AND TECHNOLOGY ACT
GRANT CYCLE FOR FFY 2005**

This form is available for download on our web site at:

<http://www.osl.state.or.us/home/libdev/lsta.htm>. Use 12 point Times New Roman, with one inch margins.

Part I: General Project Information

1. Project title: **“Planning for a Statewide Early Literacy Initiative”**
2. Applicant: **Multnomah County Library**
3. Address: **205 NE Russell, Portland, OR 97212**
4. Contact person: **Ellen Fader** Phone: **503-988-5408**
Email: **ellenf@multcolib.org**
5. U.S. Congressional Districts: **1st, 2nd, 3rd, 4th & 5th**
6. List geographic target area to be served by the project: **Entire State of Oregon**
7. Estimated number of persons benefiting from the project: **223,005**
8. Description of persons benefiting from the project: **Ultimately, Oregon’s 223,005 persons under five years of age, their parents, and caregivers.**
9. Participating libraries and other partners (if any): **Fifteen Project Advisors, early literacy stakeholders, and staff from Oregon’s 296 public library outlets.**
10. Project abstract (please be brief):

A. Need: Oregon’s public libraries have the ability to greatly impact the early reading experiences of preschool children by reaching thousands of parents, caregivers, and children. However, a lack of statewide coordinated efforts, hesitancy by public librarians to take a leadership role as promoters of early literacy skills, staff inexperience regarding how best to train parents and caregivers in these skills, unstable funding, and a widespread uncertainty about how to locally use the many evidence-based approaches, hampers consistent improvement in positive reading outcomes for Oregon’s children.

B. Goal: To develop a coordinated statewide early literacy initiative plan featuring public libraries as the leaders in the implementation of the best evidence-based practices.

C. Objectives and activities to meet the objectives: (1) Invite 15 public librarians and other early literacy stakeholders from key agencies to serve as Project Advisors; (2) Contract with an experienced Project Consultant with expertise in both public libraries and in early literacy research; (3) Hold five to ten meetings in each of Oregon’s regions in order to establish which best practices are currently used, facilitate the development of the plan, solicit broad-based input on possible implementation strategies, and to disseminate project information; and (4) Release the draft plan, making it widely available for comments and feedback.

D. Indicate the most relevant goal and high-level outcome from the Oregon Library Services and Technology Act Five-Year State Plan 2003-2008 that will be addressed.

LSTA Goal 4, high-level outcome 4, “Oregon citizens experience improved library service through sustainable, cooperative partnerships between libraries and other agencies,” and **LSTA Goal 6, high-level outcome 6**, “All Oregonians have access to excellent tax-supported library service regardless of age, location, or economic status.”

11. Describe how the LSTA project will continue especially noting local support:

The purpose of this grant is to fund a planning project to do the work necessary in order to create a realistic plan of action for the solution of our stated problem. This planning grant will put together a statewide plan for success, with the end point of this planning project the starting point for implementing an early literacy action plan. Once our stated goal is accomplished, there is no need to continue this LSTA planning project.

12. List letters of support for the project (name, affiliation) that are attached to this application: Angela J. Reynolds, Washington County Cooperative Library Services; Judith E. Harold, Springfield Public Library; Ken Reading, Umatilla County Special Library District; Claudia Jones, Eastern Oregon Early Literacy & Learning League

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.
 OF THE APPLICATIONS SUBMITTED BY THIS AGENCY, THIS ONE HAS A PRIORITY OF: n/a.

Part II: Project Budget

Proposed project budget (use this format only):

(Double click on the table below to enter data.)

Item	Local Cash	Local In-kind	LSTA	Total
Personnel	\$0	\$31,680	\$0	\$31,680
Fringe Benefits	\$0	\$8,554	\$0	\$8,554
Travel	\$12,848	\$0	\$5,562	\$18,410
Equipment	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$4,500	\$4,500
Contractual	\$0	\$0	\$68,000	\$68,000
Library Materials	\$0	\$0	\$0	\$0
Total Direct Charges	\$12,848	\$40,234	\$78,062	\$131,144
<i>Indirect Charges</i>	\$0	\$0	\$1,717	\$1,717
Total Budget	\$12,848	\$40,234	\$79,779	\$132,861

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)

As reported in the *FY02-03 Oregon Public Library Statistics* (updated 6/30/04), Multnomah County Library serves a population of 670,250 people, 468,661 of whom are registered library borrowers. According to the *2000 U.S. Census*, 6.4% of the county's population is under 5 years of age. Multnomah County Library presently offers many programs and services designed to address the early childhood years of 0-8—the most important period for literacy development. Multnomah County Library's *Early Childhood Resources* is a unique combination of outreach programs and specialized library materials serving children pre-birth to kindergarten, their families and caregivers. The goal of all of the *Early Childhood Resources* outreach programs is to support parents and caregivers in the process of building the experiential and linguistic foundations necessary for future reading and academic success. Early childhood specialists and librarians coordinate programs, with staff working closely with the early childhood community to promote library services and to act as a liaison between both entities.

Since January 2000, *Early Childhood Resources* has partnered with Portland State University in the *Early Words Language and Literacy Initiative*, initially funded by a grant from the Commission on Children, Families & Community. *Early Words* (www.earlywords.net) provides training and mentoring to childcare providers and parents to improve children's emergent literacy development. In recognition of Multnomah County Library's on-going efforts, *School Library Journal* selected the *Early Words* program to receive its third annual Giant Step Award, an honor given to the public or school library that has most improved its youth services. This award also came with a \$10,000 prize from the Gale Group, cosponsor of the award.

To increase available resources for its early childhood programs, Multnomah County Library continues to develop new partnerships. For example, *Connecting for Kids* is a partnership between the library, Leaders Roundtable, and the Multnomah Commission on Children, Families & Community, designed to improve the educational success of the children of Multnomah County. The library is also one of twenty demonstration sites selected to test and train others in the use of materials developed in *Every Child Ready to Read @ your Library*®, a joint project of the Public Library Association and the Association for Library Service to Children, divisions of the American Library Association (www.pla.org/earlyliteracy.htm).

Ellen Fader, Coordinator of Youth Services, serves on the Task Force for *Every Child Ready to Read @ your Library*® and Renea Arnold, Coordinator of Early Childhood Resources, has developed many of its key training modules. Renea Arnold and Nell Colburn, Early Childhood Librarian, regularly contribute to *School Library Journal*. Library staff also advises The Oregon Community Foundation on its *Oregon! Ready to Learn* education initiative, which specifically targets gaps in readiness throughout the state by encouraging programs with elements of early literacy and language development. Thanks to these collaborative efforts and other grants, including the recent two-year LSTA grant supporting *Child C.A.R.E. (Create A Reader Early)*, Multnomah County Library is well-qualified to take the lead on this proposed statewide early literacy planning effort with Oregon's public libraries.

B. Detailed statement of need

According to the 1991 Carnegie Foundation report, *Ready to Learn, A Mandate for the Nation*:

- 35% of children in the United States enter public schools with such low levels of the skills and motivation that are needed as starting points in our current educational system that they are at substantial risk for early academic difficulties.
- This problem, which is usually placed under the rubric of school readiness, is strongly linked to family income. The National Assessment of Educational Progress has documented substantial differences in the reading and writing ability of children as a function of the economic level of their parents. For example, among African-American and Hispanic students in the U.S. (two groups who experience disproportionate rates of poverty) the percentages of Grade 4 students reading below the basic level are 64% and 60%, respectively (National Center for Educational Statistics).
- The relationship between the skills with which children enter school and their later academic performance is strikingly stable. For instance, research has shown that there is nearly a 90% probability that a child will remain a poor reader at the end of the fourth grade if the child is a poor reader at the end of the first grade. Further, knowledge of alphabet letters at entry into kindergarten is a strong predictor of reading ability in 10th grade.
- There is tragedy in these facts because children's lives depend on success in school. Children who start school behind typically stay behind. Their lives are at risk.

According to data collected by the National Household Education Surveys Program, which examined the frequency at which parents reported engaging in various literacy-building activities with children ages 3-5 who were not yet enrolled in kindergarten, the percentage of children who engaged in certain literacy activities also varied by the child's race/ethnicity:

- White children were more likely than Black or Hispanic children to be read to or told a story frequently. They were also more likely than Hispanic children to be taught letters, words, or numbers.

These findings should be of special concern to Oregonians. The *U.S. Census* reports that from 1990 to 2000 the total number of Hispanics in Oregon grew 144%, making Hispanics the largest minority group in Oregon, a rate of increase in the foreign born population that is the 16th highest in the country. Furthermore, 12.4% of Oregonians live below the poverty level.

The period of early childhood development is unique—physically, emotionally, mentally, and socially. The human brain achieves approximately 85% of its adult size by age 2 ½ years, and 90% of total growth by age 3. This period of growth corresponds to a young child's attainment of important developmental milestones, including emotional regulation and attachment, language development, and motor skills. Researchers at the University of Wisconsin have found that short-term visual memory—a key element in brain development—expands significantly in the second half of the first year of life. What's more, by the time they reach their first birthdays, babies have

as much short-term visual memory as that of an adult. Short-term visual memory is crucial for infants trying to learn about the world around them. Babies must be able to remember an object they have seen before but are not looking at – a skill that helps them start comparing objects to learn what makes them similar and different.

Early literacy theory emphasizes a natural unfolding of skills through the enjoyment of books, the importance of positive interactions between young children and adults, and the critical role of literacy-rich experiences. By focusing on the importance of the first years of life, we give new meaning to the interactions young children have with books and stories. Looking at early literacy development as a dynamic developmental process, we can see the connection (and meaning) between an infant mouthing a book, the book handling behavior of a two-year-old, and the page turning of a five-year-old. We can see that the first three years of exploring and playing with books, singing nursery rhymes, listening to stories, recognizing words, and scribbling are truly the building blocks for language and literacy development.

Children whose parents read to them become better readers and perform better in school. Other family activities, such as telling stories and singing songs also encourage children's acquisition of literacy skills. 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. Results from *Every Child Ready to Read* suggest that before attending parent training sessions, many parents of 0-23 month olds were the least likely to share books and use the library, but after attending the sessions, they dramatically increased their frequency of use.

In Oregon, the most recent *Children First for Oregon Report Card* assigns a C+ to the category of early care and education, despite this ongoing research that confirms the importance of print rich environments, early literacy activities, and early exposure to reading. Yet, Oregon is home to several proven programs that help families and child care providers meet the challenges of the early years, such as Benton County's *Early Outreach*, Clackamas County's *First Teacher*, Deschutes County's *Ready Set Go*, Jackson County's *Champion for Literacy*, Marion County's *Salem-Keizer Early Literacy Project*, Lane County's *Success By Six*, Coos County's *CARE Connections*, and Douglas County's *First By Five*. However, although many of these programs reflect collaborations among child care centers, child care providers, parents, teachers, community service organizations, and universities, few list public librarians among their partners.

What will it take to provide better early education and care for Oregon's children between the ages of 0-3? It will take the development of an action plan that proposes strategies to coordinate and implement a statewide early literacy effort by Oregon's public libraries.

“The potential power behind a workable, statewide, public library led plan for ramping up early literacy programming in every Oregon community is enormously valuable for public library support in the 21st century in rural Oregon. Our regional experience coupled with the credible experience and research of others indicates that investments in best practice based early childhood development programs yield returns far exceeding most private or public investments. This is a big breakthrough for struggling, rural public libraries because we'll have solid ammunition to show our communities that early literacy development led by public libraries is really a community economic development solution resulting in better working public schools,

more educated workers and less crime.” – Ken Reading, Umatilla County Special Library District

“Springfield Public Library’s work with child care providers, teen parents and Head Start continually reminds us that there is a great need for early literacy specialists to find more efficient, effective ways to train and educate more parents, teachers, caregivers and children. Until we reach more, there will continue to be: no books at all at some child care sites, teen parent classes that never address early literacy, children who are not read to weekly, let alone daily, no interactive literature discussions, etc, etc. I think the proposed initiative is critical to Oregon communities.” – Judith E. Harold, Springfield Public Library

“In 1998 the Washington County Commission on Children and Families carried out a Benchmark Study on children entering kindergarten. One statistic that was shocking yet mobilizing for the Youth Librarians in Washington County was this: Over 50% of children studied were not familiar enough with reading to know what to do with a book when handed one. Since then, we have been working towards creating a county where books are in the forefront of early childhood. This statewide initiative can only enhance our efforts, and will certainly help other counties get on board.” - Angela J. Reynolds, Washington County Cooperative Library Services

Oregon’s public libraries have the ability to greatly impact the early reading experiences of preschool children by reaching thousands of parents, caregivers, and children. Oregon’s public libraries can offer opportunities for families and child care providers to learn best practices in readiness techniques for infants and toddlers. Oregon’s public librarians can help their local communities identify gaps in early literacy readiness and determine the most effective ways to address them. Oregon’s public librarians can help increase access to exemplary “ready to learn” programs. Oregon’s public libraries have the research, strategies, organizational skills, and creativity that are highly valued by community partners. Oregon’s public librarians can provide continuing education for caregivers who need licensing or re-licensing. Oregon’s public librarians can offer programs to parents that reaffirm messages delivered by caregivers, develop booklists, plan opportunities to learn about and visit the library, explicitly model early literacy behaviors, and provide easy strategies for parents to use at home. Oregon’s libraries big and small have a key role to play in their communities, disseminating early literacy information to parents, child care providers, early childhood educators, children’s advocates, and political decision makers. However, a lack of statewide coordinated efforts, hesitancy by public librarians to take a leadership role as promoters of early literacy skills, staff inexperience regarding how best to train parents and caregivers in these skills, unstable funding, and a widespread uncertainty about how to locally use the many evidence-based approaches, hampers consistent improvement in positive reading outcomes for Oregon’s children.

C. Goal, objectives, and activities (include timeline)

The **goal** of this proposed grant project, **“Planning for a Statewide Early Literacy Initiative”** is to develop a coordinated statewide early literacy initiative plan featuring public libraries as the leaders in the implementation of the best evidence-based practices. Others will be invited to help answer the question of how best to work together to ensure that public libraries can lead early literacy efforts. A draft plan will be released during this project’s final quarter for public comments. This plan will propose implementation strategies to launch a successful Oregon early literacy initiative, including measurable objectives that define a realistic “plan of work,” budget details, and a plan for evaluation.

Five **objectives** will accomplish this goal:

- (1) **By January 2005**, invite 15 public librarians and other early literacy stakeholders from key agencies to serve as *Project Advisors*
- (2) **By February 2005**, contract with an experienced *Project Consultant* to execute all of this project's activities
- (3) **From March-August 2005**, hold five to ten meetings in each of Oregon's regions to facilitate the development of the plan, solicit broad-based input, and to disseminate project information
- (4) **By September 2005**, release the draft plan, making it widely available in print and via the Web, and establish a public comment process
- (5) **By December 2005**, widely disseminate a revised Final Plan with implementation strategies for launching a successful Oregon early literacy initiative

Project Timeline & Activities:

Month 1: Upon award notification, the 15 pre-selected Project Advisors confirm their intent to serve and develop a preliminary meeting calendar. Project Advisors issue a Request for Proposal (*see attached*) and select the Project Consultant.

Month 2: Project Advisors meet with the selected Project Consultant and adopt a final meeting schedule, confirm project objectives, and assign project roles & responsibilities. The Project Consultant conducts an environmental scan of pertinent demographic, programmatic, and other trends that have a bearing on early literacy initiatives in public libraries. Invitations are issued for the first of several regional meetings scheduled.

Month 3: The Project Consultant schedules phone interviews with selected public libraries offering exemplary early literacy programs to obtain information and opinions. An online "best practices" survey is created. A statewide assessment or inventory of early literacy programs in Oregon's public libraries is compiled. Data is collected and analyzed. The first of several regional meetings is held.

Months 4-8: Project Advisors meet a second time with the Project Consultant. Invitations are issued and the rest of the scheduled regional meetings/forums are held. LSTA program and fiscal reports are prepared and submitted quarterly.

Month 9: A draft plan is created proposing implementation strategies for launching a successful Oregon early literacy initiative, including measurable objectives that define a realistic "plan of work," budget details, and a plan for evaluation. This draft plan reflects the work done during the facilitated regional meetings, as well as the scanning, assessment, and data collection handled by the Project Consultant. A logic model is prepared to assist with the planning and evaluation process, reflecting the available resources, activities, outcomes, and desired impacts shared by

the regional meeting attendees. These documents are posted online and widely disseminated for feedback from the library community.

Month 10-11: An article or workshop presentation is written/developed for a future statewide conference. Comments are received on the posted reports. A third meeting is held between Project Advisors and the Project Consultant to review comments and feedback from the library community. Grant seeking research is conducted to uncover the most likely grant prospects for funding a future implementation phase. A matrix of likely funders is shared. The LSTA Peer Evaluation is conducted.

Month 12: The Final Plan is released. Final LSTA reports are prepared and submitted.

Our Post-grant vision: Oregon's public librarians begin to take more responsibility for sharing important information about early literacy research with parents and child care providers. Oregon's public librarians begin to recognize the important role they play and become passionate about this role. Oregon's public librarians begin to do more outreach to find out what their local community needs, and translate the latest early literacy research and best practices into their daily service. Oregon's public librarians receive the recognition they deserve as a key community partner and as a resource that their community cannot do without. Consistent public messages reinforce their leadership role, as more experienced librarians respectfully mentor and coach others that are newer to practices that nurture early literacy. Future funding to implement certain strategies identified during this planning grant will be sought from government, corporate, and private sources, including an LSTA proposal in April 2006. This coordinated action plan is eventually implemented statewide, fostering an atmosphere that supports camaraderie among librarians.

Project Staffing:

MaryKay Dahlgreen, Youth Services Consultant at the Oregon State Library, has agreed to serve as *Lead Project Advisor & Oregon State Library Staff Liaison*. Ms. Dahlgreen provides consulting assistance to public libraries in Oregon, overseeing programs and activities that include: *Ready to Read*, *Letters about Literature*, *Mother Goose Asks Why*, *Family Poetry Project*, and the *Focus on Children and Young Adults Institute*. Ms. Dahlgreen also serves as State Library liaison to *Oregon's Child: Everyone's Business*, a statewide collaboration of public and private partners working to increase awareness about the importance of healthy brain development during the early years of life. Ms. Dahlgreen will contribute an estimated 16 hours per month in 2005 to consult on our proposed project. As *Lead Project Advisor*, Ms. Dahlgreen will participate in all of the activities described for the other *Project Advisors* below. In addition, she will advise the selected *Project Consultant* in executing all of this project's objectives, and with the dissemination of information to other early literacy stakeholders. Ms. Dahlgreen's substantial in-kind contribution of time, estimated at 192 hours, is not reflected in the project budget.

In July 2004 fifteen *Project Advisors* were invited to serve, contributing a time commitment of approximately 80 hours in 2005. (*Please see attached list of those invited to serve, their resumes, and letters of support.*) These *Project Advisors* will play a number of important roles to ensure the success of this statewide planning effort. *Project Advisors* will:

- Help issue the RFP to select the Project Consultant in January 2005

- Attend project meetings with the Project Consultant
- Adopt a final meeting schedule
- Confirm project objectives
- Assign project roles & responsibilities
- Participate in at least one of five to ten public meetings held throughout Oregon from March – August 2005
- Help identify the names of those who should be invited to these regional meetings, including public librarians, child care providers, educators, and representatives from early literacy programs, and United Way agencies
- Help facilitate regional discussions
- Help with local arrangements
- Supply information to the *Project Consultant* and comment on the draft plan

Although the role of *Project Advisor* is not compensated, LSTA grant funds will be used for a mileage reimbursement pool to defray the cost of their project travel, their meals at all work sessions, and project-related long distance charges. These *Project Advisors* serve with the permission of their organization; however, their organizations are not defined as an “official grant designated participating partner,” but rather represent a more informal coalition of early literacy stakeholders. For this reason, LSTA partnership forms are not attached.

Project Advisors will establish regular communications about this project with agencies, such as the Oregon Commission on Children & Families, Oregon Health Division of the Department of Human Resources, Oregon Department of Education, Oregon State Library, Oregon Child Care Resource & Referral Network, Oregon Center for Career Development in Childhood Care & Education, Oregon Child Care Division of the Employment Department, Early Childhood Care & Education Council of Multnomah County, and the Oregon Commission for Child Care.

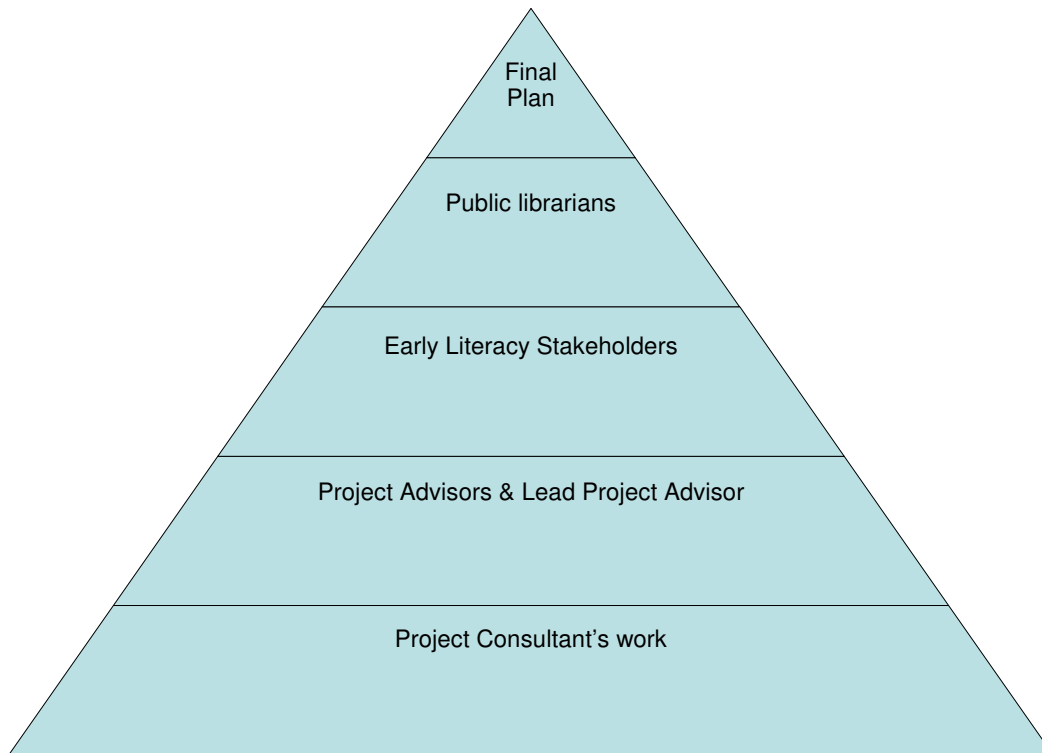
The *Project Consultant* will be an independent contractor selected through a competitive Request for Proposals (RFP) process. A draft RFP is attached, which describes the proposed timeline, scope of work, deliverables, desired qualifications, and proposal submission details. It is expected that the selected *Project Consultant*, whose contract will be paid with LSTA grant funds, will have the following relevant education and experience:

- Masters in one of the following or related fields: Business, Education, Child/Human Development, or Library Science (required)
- At least 7 year(s) of relevant experience (required)
- Work that demonstrates an understanding of early literacy development (required)
- Experience working on statewide planning projects (required)
- Excellent communication and facilitation skills (required)
- Familiarity with outcome-based evaluation and logic models (required)
- Project management skills (required)
- Experience in working with people from diverse cultures (preferred)
- Experience working with public libraries (preferred)
- Grant seeking experience (preferred)
- Experience working with LSTA grant projects (preferred)

This project’s regional meetings will encourage attendees to ask and answer such relevant questions as “*What does the early literacy research tell us to do to prepare young children for*

reading?" and "How do we align our services to incorporate these best practices? These regional meetings will provide Oregon's librarians and early literacy stakeholders with:

- An opportunity to share, promote, and demonstrate some of early literacy's research-based practices
- A chance to discuss how to boost Oregon's participation in programs, such as *Every Child Ready to Read @ your Library*®
- A chance to share, discuss, and tackle the challenges public librarians are facing in their efforts to become principal partners in the building of their community's foundation for early learning
- An opportunity to contribute ideas to a statewide action plan for early literacy success
- An exchange of information, leading to future dissemination of early literacy's best practices, the establishment of informal mentoring and coaching networks, and invitations to participate in formal training sessions



Project Organization Chart

*D. Budget narrative*Project Budget Details:**a. Personnel**Local In-kind

(1) Lead Project Advisor, MaryKay Dahlgreen

Estimated contribution of 16 hours x 12 months is not included in this budget **\$0**

(15) Project Advisors

Estimate based on \$22/hr x 8 hours per month x 10 months **\$31,680**LSTA**\$0****b. Fringe Benefits** (used an average of 27%)Local In-kind**\$8,554**LSTA**\$0****c. Travel**Local Cash

Project Advisors' share of mileage reimbursement

Estimated at 10,832 miles at .376 cents/mi **\$4,073**

Meals

Project Advisors' share estimates \$50 per diem for 10 meetings x 15 people **\$7,500**

Hotels

Project Advisors' share estimates one night each for 15 people at \$85/night **\$1,275**LSTA

Shared Mileage Pool

Estimated at 10,803 miles at .376 cents/mi **\$4,062**

Meals

Working lunches @\$10/per person = \$10 x 15 people x 10 meetings **\$1,500****d. Equipment****\$0****e. Supplies**Local**\$0**

LSTA

Long Distance Phone Charges

Estimated at \$10 per month x 10 months x 15 people

\$1,500

Printed Reports

Estimated at 200 / \$15.00 each

\$3,000**f. Contractual Services**Local**\$0**LSTA

Project Consultant

Estimate at \$85 x 800 hours

\$68,000**g. Library Materials****\$0****h. Total Direct Charges**Local Cash & In-kind**\$53,082**LSTA**\$78,062****i. Indirect Costs**Local**\$0**LSTA*Multnomah County's indirect charge for 2005 is 2.2%. (Please see attached)***\$1,717****j. Total Budget**Local**\$53,082**LSTA**\$79,779****\$132,861**A few words about continuation:

The purpose of this grant is to fund a planning project to do the work necessary in order to create a realistic plan of action for the solution to our stated problem. This planning grant will put together a statewide plan for success, with the end point of this planning project serving as the starting point for beginning to implement an early literacy action plan for all communities in Oregon. Once our stated goal is accomplished, there is no need to continue funding this LSTA planning project.

Although this planning project does not require continuation funds, the selected *Project Consultant* will be asked to provide a matrix of good grant prospects to potentially fund the future implementation of the recommended strategies that arise from this planning process.

E. Evaluation method

The consultant selected for this project will be responsible for designing the evaluation method used. The selected candidate will have experience in the field of outcome-based evaluation, and will be familiar with the design and use of a logic model for evaluation.

A logic model is a systematic and visual way to present and share an understanding of the relationships among the resources available to operate a project, the activities planned, and the anticipated changes or results. The consultant will help us correlate our planned work (resources, inputs, and activities) with our intended results (outcomes and impact). Planning goals, objectives, and key audiences will also be identified. This logic model will help us assess whether what we are doing is what we had planned to do to achieve our desired results. Using a logic model in project planning will help us more clearly describe the issues we are trying to address, specify the assets each public library may have, identify our desired results or vision of the future by describing what we expect to achieve if our plan is implemented, list the influential factors that will affect our efforts, list general, successful strategies or “best practices” that our planning and research has identified, and state the assumptions (e.g. principles, beliefs, and ideas) behind the how and why these identified change strategies will work in Oregon’s public libraries.

One of our core values throughout this planning project is to involve as many participants in our activities as possible. We will be able to determine the quality of this inclusive process by looking at both the numbers (such as the numbers of librarians attending our regional meetings), as well as the quality of their experience and the quality of our final action plan. Indicators of quality may include our ability to accommodate attendees’ needs for specific meeting schedules, their feedback to our requests for input, and their reaction to the research information shared at these gatherings. Context questions (evaluating relationships and capacity), implementation questions (assessing quality and quantity), and outcome questions (measuring effectiveness, magnitude, and satisfaction) will serve as the building blocks for our evaluative process. Our expected outcomes include:

- Increased community awareness of the importance of early literacy
- Increased community awareness of the important role played by public libraries
- Increased understanding about the challenges facing local libraries
- Increased ability to implement new early literacy programs in public libraries.

Public library and community agency staff comments will be collected at each regional meeting, by email, through surveys, and via the Web. Modified tools for evaluation, like the library output data forms and interview guides used for staff evaluation in *Every Child Ready to Read* will also be used in this project.

This planning project holds significance for statewide library development, as well as for national literacy initiatives. The U.S. Department of Education National Center for Education Statistics (NCES), in collaboration with other federal agencies, has begun to follow a national sample of children born in the year 2000 from birth through first grade. This survey has already begun to provide important information in an early childhood longitudinal study (www.nces.gov) designed to include two overlapping cohorts: a Birth Cohort and a Kindergarten Cohort. Some

questions about public library use by these children and their families are included, which will provide invaluable data to the public library profession in three or four years.

Once the proposed planning project is completed, the Final Plan will feature its own evaluation component. This evaluation portion is likely to:

- Determine the increased number of programs involved/children benefiting at public libraries
- Evaluate the improved confidence of library staff in sharing early literacy information with parents and caregivers
- Assess how well information gained from those involved in this statewide initiative was shared
- Evaluate the effectiveness of techniques used
- Propose some measurements regarding how easily public librarians were able to implement best practices

Expected outcomes once the Final Plan is implemented include: an increased number of those trained; more programs involved and/or children benefiting; demonstrated improvement in a library's ability to effectively serve children; increased levels of school readiness for infants and toddlers in care situations; and increased confidence and levels of knowledge/use of early childhood language and literacy development skills exhibited by parents, caregivers, and child care providers.

More children will be helped to enter kindergarten, as we strive to reach the 2010 target of 80% for the **Oregon Ready To Learn Benchmark #18**. This project also addresses **LSTA Goal 4, high-level outcome 4**, "Oregon citizens experience improved library service through sustainable, cooperative partnerships between libraries and other agencies," and **LSTA Goal 6, high-level outcome 6**, "All Oregonians have access to excellent tax-supported library service regardless of age, location, or economic status." Relevant intermediate outcomes and targets affected by this planning project include:

- Percentage of 3-8 year old Oregonians in households below the poverty level using the public library in the past year (FY 2008 Target = 80%)
- Percentage of adult Oregonians in households below the poverty level using the public library in the past year (FY 2008 Target = 60%)

The evaluative data collected will one day offer an Oregon comparison to the national early childhood longitudinal study. It may also provide comparative data of interest to the Public Library Association and Association for Library Service *Every Child Ready to Read @ your Library*®, and to the Child Welfare Partnership at Portland State University, which has been selected to conduct a five-year project-wide evaluation of *Oregon! Read to Learn*. Our project also considers how best to implement many of the recommendations being proposed by numerous state and federal agencies, foundations and associations, such as: National Institute of Child Health and Human Development, National Center for Family Literacy, Center for Improvement of Early Reading Achievement, American Library Association, Association for Library Services to Children, National Research Council, I Am Your Child Foundation, Oregon Children's Foundation, First Book, Oregon Library Association, Oregon Health Division, Oregon State Library, Oregon Department of Education, and the State Office for Services to Children and Families.

How this project will be publicized:

A number of ways will be used to publicize this planning project; it is vitally important that we have broad participation by as many public librarians as possible. Invitations, online surveys, and written reports will be posted on the Web and announced on electronic mailing lists, including *libs-or*, *kids-lib*, and *brainiacs* (for early literacy specialists). Notes from regional meetings will be shared. Results from this planning process 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 *School Library Journal* and the *OLA Quarterly*. The findings, logic model, and best practices uncovered during this planning process will be publicized and disseminated to other librarians, elected county commissioners, Board members and key community leaders at regional meetings and project debriefings, as well as during informal networking with Project Advisors and stakeholders. The Final Plan from this project will be shared with other librarians, and easily replicated early literacy programs, templates, methodologies, training modules, and/or strategies will be offered.

Part IV: Certification of Application

1. Documentation of project participation (signatures below for each library listed under Part I, number 9 above):

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

Name

Library/Agency

Date

2. Certification of the fiscal agent

Fiscal Agent (if different from applicant):

Name and address: _____

Contact person: _____ Phone: _____

Email: _____

- a. I affirm that the jurisdiction or agency (henceforth, AGENCY) 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 AGENCY 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 AGENCY being awarded grant funds to carry out the project described in this application, that the AGENCY would comply with all of the requirements for the administration of LSTA grants described in Appendix D of the General Information and Grant Application Guidelines, Library Services and Technology Act.

Name of official authorized to enter into contractual agreements for the AGENCY

Title

Signature Date

This form must be received at the State Library no later than 5:00 p.m. on
Friday, August 13, 2004.

Faxed copies will not be accepted. There are no exceptions. Please attach CIPA certification if necessary (Appendix B1) and mail or deliver **one copy** of your application to:

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