

**Full Grant Proposal  
Library Services and Technology Act FFY 2011**

This form is available for download on our web site via:  
<http://www.oregon.gov/OSL/LD/grantmainalt.shtml>. Use 12 point Times New Roman, with one inch margins. The deadline for receipt of the Project Proposal is **5:00 pm on Friday August 13, 2010**.

**Part I: General Information**

1. Project title: Story-Time-To-Go
2. Applicant: Eugene Public Library
3. Address: 100 West 10<sup>th</sup> Avenue, Eugene, OR 97401
4. Contact person: Connie J. Bennett                      Phone: 541-682-5363  
Email: [connie.j.bennett@ci.eugene.or.us](mailto:connie.j.bennett@ci.eugene.or.us)
5. Fiscal agent (if different than applicant):
6. Project URL (if any):
7. U.S. Congressional District: 4<sup>th</sup> Congressional District
8. List geographic target area to be served by the project: City of Eugene
9. Estimated number of persons benefiting from the project: 2,040
10. Description of persons benefiting from the project:

Children who are unable to access the early literacy development opportunities provided through the story times offered at the three Eugene Public Library locations will benefit from the Story-Time-To-Go program because story time will come to them. An emphasis will be made to reach preschool age low-income children. Day care providers and the children they serve, and will serve in the future, will benefit. Volunteers will receive specialized training in presenting story time, an invaluable asset to the community. The parents of the children who receive this early childhood education will indirectly benefit as well.

11. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants.

None.

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### 12. Project abstract (one paragraph):

Story-Time-To-Go is a program with three components aimed at increasing early literacy among underserved children who are not able to access story times offered at the library. A team of trained volunteers will bring a weekly story time to locations where these children are, such as day cares or recreation centers, with an emphasis on reaching low-income preschool age children. The volunteers will use a Story-Time-To-Go kit compiled by trained library professionals; the kits will also be available for checkout by any cardholder, spreading the potential for early literacy development even further. To reach even more children, the library will offer a free Presenting Story Time class teaching the tools for leading effective story times.

### 13. List the text of the single most relevant goal and high-level outcome from the *Five-Year State Plan 2008-2012* that will be addressed by the grant project.

#### GOAL # 1 – Providing Access to Information Resources

All Oregonians have access to high-quality library and information resources, anytime, anywhere, that help them achieve success in school, in the workplace, and in their daily lives.

HIGH LEVEL OUTCOME – Library services are extended to those who are currently underserved.

### 14. Briefly describe how the LSTA project will continue after the grant ends, especially noting local support:

By using a team of trained volunteers for direct service delivery, and to assist with outreach efforts, the library's youth services staff will be able to maintain the relationships with participating agencies, coordinate the volunteers delivery of Story-Time-To-Go, offer the story time classes, and conduct outreach. The Eugene Public Library Foundation has consistently provided financial support to the library, and they have a strong commitment to early literacy and want to see Story-Time-To-Go continue. The Foundation has expressed a willingness to seek funding which would support the maintaining of the Story-Time-To-Go kits, including replacement of lost or damaged items in the kits.

### 15. List letters of support for the project (name, affiliation) that are attached to this application. Do not include letters from project partners listed in #11.

We have attached letters of support from three organizations.

- Eugene Public Library Foundation
- Family Connections, an agency providing child care resource and referral services
- City of Eugene Recreation Department, Youth & Family Services

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PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT THE ANTICIPATED LENGTH OF YOUR GRANT PROJECT:

(Check applicable boxes)

THIS IS THE  1<sup>st</sup> YEAR OF A  ONE YEAR GRANT PROJECT  
 2<sup>nd</sup> YEAR  TWO YEAR  
 3<sup>rd</sup> 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  1/1  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		\$27,877	\$26,785	\$54,662
Benefits				\$0
Travel				\$0
Equipment				\$0
Supplies			\$4,000	\$4,000
Contractual				\$0
Library Materials			\$7,500	\$7,500
Total Direct Charges	\$0	\$27,877	\$38,285	\$66,162
<i>Indirect Charges</i>				\$0
<b>Total Budget</b>	\$0	\$27,877	\$38,285	\$66,162

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)*

Eugene Public Library has a history of providing innovative programs to meet the needs of our community. Youth Services staff members have strong educational and experiential backgrounds in early literacy and childhood education; currently there are five librarians and eight library assistants on staff with an average of 15 years of story time experience. Eugene Public Library has a strong volunteer program, currently over 250 volunteers are involved in operational and programmatic services at the library.

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For the past few years, Eugene Public Library has been offering early literacy development classes, which have been well attended and received. In the recent years, approximately 75-100 people typically attend each training, with the majority being day care providers.

Eugene Public Library offered a similar program called Storytime Express, in which a library staff member would go to day care facilities once a month for a period of 12 months. We built strong relationships with day care organizations; the program was enthusiastically supported by the day care facilities. Unfortunately, the program was not sustainable with staff being the only source of delivering the program. This LSTA grant opportunity has provided us with a chance to reinvent the concept of bringing story times to underserved children in a more sustainable way.

### *B. Detailed statement of problem*

The Oregon Library Services and Technology Act Five-Year State Plan for 2008-2012 explains, “The emergent literacy needs of Oregon’s preschool children are significant yet public library use by preschoolers is lower than for other age groups.” Currently, Eugene Public Library offers ten story times every week for ages birth to six. These story times are not accessible to all children, which is why bringing story times to them is a priority for us.

There are a number of factors that could create a child’s inability to access story times at the library. The child’s parents may not be able to bring them because they work or have other commitments when story times are offered. Going to the library may not be a priority for the child’s parents. And, many children are in a day care situation that does not provide access to library story times.

There are a number of potential reasons why a day care provider would not be able to bring children in their care to the library. Barriers include not having a vehicle large enough to transport the children; needing to stay and be available for the varying times children are dropped off and picked up; and not having enough staff to take some but not all of the children.

Approximately 45% of families in Lane County use paid day care according to the Child Care Resource and Referral Network (CCR&R). There are 303 day care providers that list their location as the City of Eugene. The CCR&R published a report that stated the average annual cost of child care for a toddler is \$7,242; while the average earnings of a minimum wage worker are \$14,664.

Many families in the Eugene area struggle economically. In the 2000 census, 17.1% of the population in Eugene was below the poverty line, as compared to 11.6% for the state of Oregon. Given the difficult economic times and the current unemployment rate in Lane County, 10.6% (compared to 5.1% in 2000), the number of children living in poverty in Eugene has increased. Since 2006, the number of students qualifying for free/reduced lunch has increased 8%, while the need for early literacy is increasing; the reading proficiency of 3rd graders in Eugene decreased by 6.9% in one year.

Information provided by the Raising A Reader program demonstrates the reduced access to literacy that children in poverty experience, 61% of low-income families do not have any age-

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appropriate books in their homes. They also reported that nearly half of all U.S. children enter kindergarten lacking the early reading skills needed for success in school.

Based on information provided by Family Connections, most of the local child care centers charge higher rates as compared to the home-based child care rates which are lower. Therefore, for many families in a lower income bracket the most affordable and accessible day care option is often a home-based day care provider. The child care centers are more likely to have the ability to bring kids to the library, due to staffing and vehicle resources are at the upper end of that range. Thus, it is often children in home-based day cares who are essentially homebound; as with other homebound populations, in order for these children to have access to core library services such as story times, we must take the services to them. As Kendra Moulton, involved with our Storytime Express program, shared “Bringing story times to the daycare location would reduce the isolation of an in-home daycare provider situation. It would give them a positive experience with books and the library.”

*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)*

Fostering young children’s emergent literacy skills is necessary in preparing them for success in school and life. Children learn these skills through a variety of activities, such as listening to stories, singing songs, and interacting with literacy materials (books, magazines, paper, crayons, etc.) These activities are essential services that libraries provide to meet children’s developmental needs.

Core literacy development services Eugene Public Library offers are the weekly story times delivered at our three branches. Our goal with the proposed Story-Time-To-Go program is to bring these essential services to children (primarily preschool age) who are currently not served or underserved. We will train a group of carefully selected volunteers to effectively present all core story time components to deliver a meaningful story time experience. The story time components they will learn include: welcoming song, age appropriate books read successfully, songs with finger plays, special activities such as crafts or games, and a closing song.

The volunteer story time presenters will be individuals who have a background in education and working with children. The first cohort of volunteer story time presenters will comprise of 10 volunteers. Each potential volunteer presenter will complete an application, receive a background check, and participate in an interview. Amongst the 250 people volunteering for Eugene Public Library, approximately 20% are current or former educators, many who are seeking this type of volunteer activity; this makes us confident in our ability to recruit skilled and reliable volunteers. The Story-Time-To-Go Coordinator will be developing and delivering the volunteer training, with the guidance of our Youth Services Manager. In development of the training, the Coordinator will evaluate materials offered by other organizations and the Reading for Healthy Family materials. We anticipate using materials and resources that are already created and proven to be effective.

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These trained volunteers will bring story times to underserved children, children who are not able to come to story times at the library, with an emphasis on low-income children. It is not feasible to visit individual homes, which is why Story-Time-To-Go will visit locations where these children are already gathered. Potential locations include day care providers, recreation centers, and shelters serving homeless families. Based on our experience with Storytime Express and the frequent requests we get to deliver story time in other locations, we know day care and other youth serving providers will be enthusiastic about the Library offering story time at their location.

We will have an agreement with the chosen locations. We will be offering the children they serve an enriching and engaging experience, and we have expectations of them in return. Our expectations will include that they provide adequate space; consistent designated time; and that staff participate in story time with the goal that they will learn how to deliver story times in the future. Prior to establishing this partnership, we will conduct an interview with the locations to determine what story time type of services they are currently delivering (to avoid duplicating something already being offered) and to determine their dedication to story time and early literacy development.

Locations that serve primarily lower income children will be our priority. Over the years, Eugene Public Library has created strong relationships with a number of organizations serving low income and preschool age children. We will tap into these relationships to identify locations for Story-Time-To-Go story times, and to market the other aspects of the program, the Story Time Kits and the Presenting Story Time Class. Two of the key relationships are Family Connections and the City of Eugene's Recreation Department. Family Connections, a program of Lane Community College, provides networking, training, and coordination of the local day care providers. The City of Eugene's Recreation Department operates a preschool program and recreational centers that are accessible to everyone in the community.

Each volunteer will be paired with a designated location that they will visit on a weekly basis. This would represent a 100% increase in the number of story times offered by the library. Between our three branches, we are currently able to provide ten story times a week at the library.

We had originally planned on the visits occurring on a monthly basis. In response to suggestions from the LSTA Advisory Council members' comments, we have changed directions and now plan for the story times to be weekly. The increased frequency of visits will strengthen the learning opportunities for the children, as well as the relationship they will build with the story time leader. Additionally, since we expect the providers to participate in the story times, the increased frequency adds more opportunities for the provider to observe the leader. Best practices in early childhood education have discovered that observing story times can be an important part of learning how to deliver story times.

As with story times delivered at the library, it is difficult to track which children come every week and which children attend sporadically, so for our measurement purposes we will not attempt to make these distinctions. We will compile a total of children served, a total of story time experiences. Our goal is to serve 320 children each month directly through Story-Time-To-Go story times. Since submitting our initial proposal, we have done more extensive analysis and

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have determined we were overly optimistic in our original projections. We anticipate that each of the ten locations will have approximately 8 children in attendance each week resulting in 32 children at each location per month. This would be a 17% increase in the children we currently reach; typically 1,920 children attend story time at the Library on a monthly basis.

The locations where we deliver Story-Time-To-Go story times are likely to be very different, ranging from home based day cares providers to neighborhood community centers. The length of time for which we provide story times will vary depending on the location, the children attending, and the identified needs. For locations such as day care providers, we anticipate not delivering weekly story times for longer than a 12 month period. It is our aim that after 12 months the provider will be able to lead an effective story time; they will have the training and resources necessary. In addition to the opportunities they will have had for observing effective story time delivery and to have attended the Presenting Story Time class, we intend for the providers to have a library card which will enable them to checkout Story-Time-To-Go kits. Other locations, including neighborhood community centers, are likely to need ongoing story time delivery. Their program structure will not support training staff to provide the service, and it will be an ongoing and ever changing group of children.

The second component of the proposed program is the development of story time resources, Story-Time-To-Go Kits. These kits will be developed by our youth librarians with an expertise in early literacy development. The kits will contain books, supplies, visual aids, audio aids and other materials that contribute toward the delivery of an engaging and effective story time. Also included will be suggestions and tips on reading to the children in ways that help the children get the most from the experience. In choosing the materials, the librarians will be sure to select items that will offer diverse perspectives and interests, to appeal to a wide range of children and their varying life situations. Though the age range for most of the materials will be preschool ages, there will be books for different reading levels. With these materials, a skilled story time presenter can handle the potential variables of a diverse group of children with differing life experiences, ages, and reading levels.

Fifty kits are planned for development and purchase. They will be used by Story-Time-To-Go volunteers each week on a rotating basis; this rotation amongst the ten volunteers will offer a variety of subjects and books for the children. The kits will also be available for checkout by all cardholders, who are likely to be childcare providers and parents or grandparents of preschool children. We believe 50 kits will support utilization by the story time volunteers and the anticipated volume of circulation amongst cardholders, which is based on the current checkout rate of a similar resource (puppets). Additionally, the kits could be used by our branch staff members who present story times, though they have limited access to the resources stored at the main library location and they have limited time to for preparation. .

To expand early literacy development for local children, we will offer a Presenting Story Time class. This class is intended to train participants on delivering an effective story time, which includes core literacy development activities. Class topics will include: strategies for developing literacy while telling a story, choosing and presenting a book, and other learning activities. We had originally considered creating our own curriculum. With further research, we now plan to use materials that have already proven to be effective in teaching story time delivery skills in conjunction with the early literacy development curriculum we currently use for our other

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classes. The Story-Time-To-Go Coordinator, in consultation with our Youth Services Manager, will evaluate class resources. The class will be open and free to the public. Our marketing and outreach will be city wide, with focused outreach to child care providers connected with our participant organization Family Connections. Our goal is for 100 people to participate in each class; this goal is based on the attendance at our other classes.

We have developed a timeline for the significant aspects of developing and implementing the Story-Time-To-Go program.

### 1<sup>st</sup> month upon receiving the award:

- Announce the grant award in the community: media announcement; announcement to other City of Eugene departments and leadership, including the City Manager, Mayor, and City Council members.
- Notify our participant organizations that offered letters of support.
- Recruit a Story-Time-To-Go Coordinator. The skills and experience we seek to find include: organizational skills, program management skills, experience coordinating with other organizations, and experience working with children.
- Begin the volunteer recruitment process.

### 2<sup>nd</sup> and 3<sup>rd</sup> month:

- Develop a detailed plan for program delivery and evaluation.
- Develop volunteer training.
- Recruit locations for Story-Time-To-Go story times.
- Develop story time kits.

### 4<sup>th</sup> month:

- Deliver training to the first cohort of volunteer story time presenters.
- Purchase the first 12 Story-Time-To-Go kits.

### 5<sup>th</sup> and 6<sup>th</sup> month:

- Begin offering Story-Time-To-Go story times at locations outside of the library.
- Develop a plan for the Presenting Story Time class.
- Have all kits completed.

### 7<sup>th</sup> month:

- Advertise the class and recruit participants.
- Begin to track checkout rates for story time kits.
- Continue to offer Story-Time-To-Go story times.

### 8<sup>th</sup> month:

- Deliver class and evaluate the level of need for future classes.
- Continue to offer Story-Time-To-Go story times.
- Monitor checkout rates for story time kits.

### 9<sup>th</sup> month:



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- Do initial evaluation of Story-Time-To-Go story times: feedback from volunteers, feedback from providers at the locations, and feedback from participant organizations.
- Continue to offer Story-Time-To-Go story times.
- Monitor checkout rates for story time kits.

### 10<sup>th</sup> and 11<sup>th</sup> month:

- Begin to make arrangements for the ongoing coordination of the Story-Time-To-Go program.
- Make preparations for future classes.

### 12<sup>th</sup> month

- Conduct evaluation of Story-Time-To-Go. The methodologies we anticipate utilizing to evaluate the program include surveys, feedback, and analysis of data.
- Prepare final grant report.

### *D. Budget narrative*

Personnel costs: The personnel costs include salary and benefits. The LSTA personnel costs for the start-up year of Story-Time-To-Go are calculated to be:

\* Story-Time-To-Go Coordinator: The Coordinator will be responsible for the development, implementation, and coordination duties. This is a one-year temporary position. (52 weeks some at part-time some at quarter time at \$28.57/hr. = \$22,285.00)

\* Story Time Kits: The personnel costs associated with implementing the kits was inadvertently omitted from the brief proposal. The personnel costs associated with researching and selecting the materials will be handled by a Youth Services Librarian, and the processing of the materials for circulation will be handled by Technical Services staff. (Approximately 3 hours per kit = \$4,500)

Supplies: Under this category, we have included costs such as training and class materials (resource materials, notebooks, handouts, refreshments, etc.); general program coordination materials (office supplies, background checks for volunteers, etc.); and materials needed for outreach/publicity (flyers, posters, brochures, etc.)

Library materials: The material costs for the 50 Story-Time-To-Go kits were factored to include the following materials for each kit.

- \* Six – eight books (\$90-120)
- \* A game or craft activity (\$10)
- \* Copies of songs or finger plays (\$1-5)
- \* Container for the kit (\$15)

Local in-kind costs:

\* Class Preparation and Delivery: An estimated 20 hours of a Youth Services Librarian's staff time is necessary to review curriculum options, plan the class content, and deliver the Presenting Story Time class. (20 hours x \$37.23 = \$744.60)

\* Volunteer Recruitment & Training: The Library's Volunteer Coordinator will recruit and screen the potential volunteers and provide their initial orientation training, which will include enrollment in the class for driving a City of Eugene vehicle; in addition, the Volunteer Coordinator will be a resource to the Story-Time-To-Go Coordinator. (30 hours x \$31.23 =

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\$936.90) Youth Services staff will provide a significant portion of the training. (25 hours x 37.23 = \$930.75). The Story-Time-To-Go Coordinator will manage the volunteers.

\* Contract administration by the Youth Services Manager. (2 hours a week x 52 x \$42.45 = \$4,414.80)

\* Time contributed by volunteers includes their time spent in training and an average of 2 hours per week after that: (100 hours x 10 volunteers x \$20.85, the Independent Sector's rate of \$20.85/hour = \$20,850.00)

### *E. Evaluation method*

We anticipate using a combination of methodologies to measure the success of our goal achievement and to evaluate the development and implementation of the Story-Time-To-Go program: surveys, interviews, narrative feedback, and data collection. The specific instruments used to quantify the success of the program will be selected during the program planning process.

There are a number of considerations in evaluating the Story-Time-To-Go story times: number of children served, ease of program delivery, volunteers' performance, appropriateness of the chosen locations, and impact on the children's literacy development, and so on. Throughout the program development and implementation, we will gather feedback from volunteers, daycare providers, participating organizations, and parents. We anticipate creating surveys which may be delivered to volunteers, daycare providers, and potentially parents. Statistical data tracking the number of children who receive Story-Time-To-Go story times will be tabulated. For the Story-Time-To-Go kits, circulation rates among cardholders will provide statistical evaluation information on these resources. At the completion of the Presenting a Story Time Class, the participants will be asked to complete a survey rating the effectiveness of the class and soliciting feedback.

As the program planning is more clearly defined, the evaluation methodologies will be developed to most effectively analyze elements of the program implementation and the program delivery.

**Part IV: Certification of Application**

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

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

<i>Name</i>	<i>Library/Organization</i>	<i>Signature</i>	<i>Date</i>
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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.

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

- a. I affirm that the jurisdiction or organization (henceforth, ORGANIZATION) is the designated fiscal agent for the project described in this application and is empowered to receive and expend funds for the conduct of the proposed grant project.
- b. I affirm that the information contained in this application is true and correct and that the ORGANIZATION for which I am an official has authorized me to submit this application for LSTA grant funds.
- c. I affirm that if this application were to result in the ORGANIZATION being awarded grant funds to carry out the project described in this application, that the ORGANIZATION would comply with all of the federal and state requirements for the administration of LSTA grants, including part IV.2 above and allowable costs described in Appendix B of the General Information and Grant Application Guidelines, Library Services and Technology Act.

4. Signature of grant applicant

Connie J. Bennett

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

Library Services Director

Title

August 12, 2010

Signature

Date

connie.j.bennett@ci.eugene.or.us

Email

541-682-5363

Phone number

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

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

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

Date

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Email

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Phone number

**This form must be received at the State Library no later than 5:00 p.m. on Friday, August 13, 2010.**

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

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

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

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