

provide instruction for care providers on how to read to children, how to extend the story time experience, and how to impart early literacy messages through books, songs, and activities.

Each kit will also include an evaluation to be completed by provider and returned with kit. An early literacy professional, provided through this grant, will provide initial instruction to care givers on reading to children and enhancing the story time experience. The early literacy consultant will demonstrate a complete story time in the initial visit and then schedule a follow-up visit that includes a program in tandem with the provider.

- 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.

LSTA GOAL # 3: Fostering the Joy of Reading

All Oregonians experience the joy of reading and develop and maintain a high level of reading ability.

High Level Outcome: Library services are extended to those who are currently unserved.

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

The Tualatin Library is committed to providing outreach services to children and the adults who care for them. At this time, the Library has been unable to directly serve day care providers. This grant will provide the “jump start” that the Library needs to create a core collection of materials and expertise to initiate a training program.

This project will begin with 15 kits available for check out by day care providers. As the kits are returned, trained volunteers will check in the materials, verify the contents, notate necessary statistics, and keep the kits in good condition

After the grant ends, replacement costs of lost or damaged materials will be handled in the library’s operating budget. Assuming the program is a success, the Library will approach the Friends of the Tualatin Library for financial assistance to expand the program to include more kits as needed. Appropriate library staff and volunteers will be trained by the early literacy specialist to continue the work after the grant ends.

- 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.

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		\$3,141	\$2,966	\$6,107
Benefits		\$534	\$504	\$1,038
Travel			\$250	\$250
Equipment				\$0
Supplies		\$50	\$355	\$405
Contractual				\$0
Library Materials			\$6,000	\$6,000
Total Direct Charges	\$0	\$3,725	\$10,075	\$13,800
<i>Indirect Charges</i>				\$0
Total Budget	\$0	\$3,725	\$10,075	\$13,800

Proposed second year LSTA amount: _____ Proposed third year LSTA amount: _____

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 Tualatin Library is at the center of a thriving community in Washington County, filled with families with young children. The Tualatin Library has experienced continual growth in the past decade, culminating in a major expansion and remodel in 2008. The expansion of square footage has brought with it the assumed expansion of services.

Tualatin Library has a strong commitment to provide programs that are both rich in books and materials that promote early literacy. During story time, library staff provide instruction to parents and caregivers to support early literacy skills in their daily activities with the children in their care. To reinforce these lessons, an activity sheet is created for each story time that parents and children can complete in the library or at home. Sample activities include words to the songs

sung at story time, a coloring page with an object that highlights the letter of the day, an early literacy tip of the day, and book suggestions.

A full-time librarian and a part-time assistant present seven early literacy programs each week for children ages birth to five in the library, including one storytime in Spanish.

Library staff are enthusiastic about delivering services to community members outside of the building. Child care providers have requested that library services be made available to them; however, there is not enough staff capacity to build a new service from scratch.

Current library outreach activities to younger children and care givers include,, visits to the New Moms group at Meridian Park Hospital's Community Learning Building, ,promotion of Tualatin Library's Welcome Baby program, and a Special Needs story time for NW Regional Education's Early Intervention program.

The Children Services Librarian will add another outreach program after she completes training for Reading for Healthy Families, a state-funded Healthy Start program, in the 2010-2011 year. *Kit & Kid-Ooodles of Books* is proposed this year in order to work in tandem with the Reading for Healthy Families program.

Intensive visits to area schools are also part of the library's outreach work. The Children Services Librarian visits every grade at all four of the elementary schools in Tualatin to promote library events and the Statewide Summer Reading program, funded by Ready to Read money and the Tualatin Friends of the Library. This schedule will be expanded with the addition of a charter school relocated from Tigard to Tualatin in the fall of 2010.

Administrator of the grant will be Jaime Thoreson, Children Services Librarian for the Tualatin Library. Jaime holds a MLS from Emporia State University and has been involved with early literacy in public libraries since 1996.

B. Detailed statement of problem

The new facility, combined with a robust schedule of programming for children ages birth to five has led local daycares to request early literacy services in their care centers. The early literacy programs at the Tualatin Library use rhymes, songs, print awareness, and vocabulary to reinforce pre-reading skills. Research indicates that early literacy skills begins to develop within the first five years of age.

The research shows that children must be exposed to books often to form early literacy skills. With this LSTA grant, delivering a successful outreach programming that mimics our in-house storytime would become an obtainable goal.

According to Community Action, a social service for Washington County, there are currently 23 registered day care providers within the City of Tualatin. Three of these facilities provide after school care during the school year, eight of the care facilities are large daycare centers run by a corporate body, and twelve are small in-home daycare providers. In house library statistics show that home-based day care children are not attending library early literacy programs. Since the majority of the daycares in Tualatin are small, home-based providers, we have focused the grant to target this group.

Adults who care for children in their home are faced with several barriers that limit them from coming to the library to participate in early literacy programs.

One barrier is accessibility to the library. The in-home daycare worker relies on personal vehicles for transporting the children rather than a business-owned vehicle. Seating in the personally-owned vehicle is usually inadequate for the number of children to be transported. Walking is also not an option as the distance is too far for most day cares and difficult for children of this age.

Another barrier is time. On those rare occasions when providers visit the library with the children in their care, their time is limited by the demands of children and busy schedules. This lack of research time prevents them from selecting appropriate materials for literacy for children in their care

Finally, a home-based daycare provider often lacks the expertise in early literacy to select age appropriate material for birth to age five. While many library programs are targeted to this age group, daycare providers are often unaware of the many programs available at 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)

Project Goal:

The goal of this grant is to develop within a year, a sustainable outreach service program that minimizes barriers listed above to create a literature rich environment. The outreach program will minimize the barrier of time by providing kits with a collection of preselected books for children birth to age five. These kits will assist the care provider in presenting a regular story time experience and reading opportunities for the children. The grant-provided early literacy specialist will provide instructional materials and train providers to help them gain expertise in early literacy methods. Each kit will contain sufficient materials for a month. All information needed for a successful home-based literacy program will be included in these kits.

Upon grant acceptance, the following actions and work will be conducted. These actions will be initiated upon grant acceptance and continue indefinitely. Responsible staff includes the Library Manager, the Public Services Supervisor, and the Children Services Librarian.

Month Award Received

Recruitment process will begin for a consultant trained in early literacy and/or library childhood services. This action will begin immediately upon notification of grant award and be completed within one month of grant award. Coordination and selection of the trained professional will be the responsibility of the Public Services Supervisor, and the Children Services Librarian.

Second Month Award Received

Once a candidate is selected, he or she will begin to develop book lists and instructional materials for the kits, as well as a story time model for the program. The Children Services Librarian will work with the consultant to develop a plan to provide 15 *Kit & Kid-Oodle of Books* kits for our target group of home-based daycares.

The plan will include early literacy training objectives, an outline of story time topics, suggested instructional materials, suggested instructional methods, and kit box development. This action will be the combined responsibility of the consultant and the Children Services Librarian. Supervisory responsibility rests with the Public Services Supervisor.

Third through Sixth months

The consultant will develop a public relations plan for the program primarily targeting publicity to the home-based daycare providers. Flyers will be created for in-house publicity by the Children Services Librarian. The library will simultaneously begin an awareness campaign to the larger daycare centers and afterschool care providers.

The consultant will begin initial visits to every interested home daycare to introduce this program to the child care workers. Introduction will include procedures to acquire and return the kits, the importance of reading to young children, and the demonstration of successful reading techniques to young children.

Seventh through Ninth Months

Follow up visits and additional training will be provided. Day cares will begin to routinely check-out, use and return kits. Surveys will be included in each kit, and changes may be made to the kits based on the results of the surveys and other feedback.

Publicity

Tualatin Library staff will share the results of this project with library staff in WCCLS and through the Oregon Library Association Children's Services Division. Sample booklists, photos of the kits and additional information will be posted on NW Central, the continuing education network for library staff in the Pacific Northwest.

All kits, instructional materials and publicity will note that this project was made possible through LSTA grant funds. The grant award will be formally recognized by the Tualatin City Council, and an article about the project will appear in the Tualatin Today, the newsletter of the City of Tualatin.

D. Budget narrative

Personnel

Tualatin Public Library will provide in-kind personnel costs for the Children Services Librarian and appropriate library staff time to research best practices, supervise creation of book lists and story time models, create print pieces, and attend necessary meetings. Public Services Supervisor will provide guidance and supervision of the selected consultant.

In-kind:

- Children Services Librarian: 8 hours per month at \$24.49/hour x 12 mos.= \$2,351.00
- Public Services Supervisor: 2 hours per month at \$32.91/hour x 12 mos = \$790.00
Benefits: 17% x \$3,141 = \$534

Grant provides:

LSTA will provide salary and benefits for the selected early literacy consultant, at the rate of an on-call library employee, \$20.74 per hour plus 17% benefits.

- Consultant: 13 hours per month at \$24.25 per hour = \$315 x 11 mos. = \$3,465

Supplies

Teaching aides and Storytime instructional pieces will be created by the trained professional.

In-kind:

- Paper supplies: \$50

Grant provides:

- Containers for kits - \$15 x 15 = \$225
- Binders for teacher workbook 15 x \$6 = \$90
- Sheet protectors for binders: \$40

Library Materials

Each kit will contain approximately 45 softcover books, so that it contains enough material for a full month of storytime programs.

Donated and withdrawn books were considered but rejected because these items are usually in poor condition and not representative of the best titles for early literacy learning. The books will be purchased through regular library vendors.

Grant provides:

- Forty-five children's books and one teachers guide: \$400 per kit; total cost \$6000

Travel

Grant provides all travel expenses connected to this project:

- 500 miles at 50 cents per mile: \$250

Contractual Services

None

Equipment

None

E. Evaluation method

This program will be evaluated through surveys and statistical measurements.

- Number of daycares contacted will be tracked, along with response rates
- Number of kits checked out will be measured monthly.

- Total number of daycares served will be recorded monthly.
- Total number of children served by the kits in the daycare facility will be recorded monthly.
- New daycare staff members will be surveyed to determine how they learned about the kits at the library.
- Kits will include a survey form to collect information about satisfaction levels regarding content, clarity of instructional material, appropriateness of books for age ranges in the daycare, and satisfaction with the services of the early literacy consultant.

Surveys will be conducted through a written form included in each kit. The survey will ask for satisfaction levels regarding content, instructional material, appropriateness for age ranges, and quantity. Sample questions include, “Were the books appropriate for the children you care for?” “What improvements could we add to serve you better?”

Post-survey evaluation will include a follow up interview in person or via telephone to gather information on how the kit was used. The interview will be conducted by the early literacy consultant after each kit is returned by the daycare provider.

The statistical measurements will be determined through information gathered through the survey as well as how often the kit circulates. Results will be shared with other member libraries in Washington County.

Part IV: Certification of Application

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

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

Name

Library/Organization

Signature

Date

2. Certification for Children’s Internet Protection Act

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

a.	The applicant public or public school library has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. Every computer connecting to the Internet, public and staff, is filtered. The filter can be disabled upon request of adults.
b.	<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)

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

4. Signature of grant applicant

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

Title

Signature

Date

Email

Phone number

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

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

Title

Signature

Date

Email

Phone number

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