PITCH AN IDEA GRANT APPLICATION

ELEMENT 1: BASIC INFORMATION (please see application instructions for additional information)

Applicant Information

1. Library/Organization
   San Diego County Library

2. Library’s DUNS Number
   183897396

3. Internet Web Site Address
   www.sdcl.org

4. Project Coordinator Name & Title
   Chelsie Harris, Community Relations Manager

5. Email Address
   Chelsie.Harris@sdcnty.ca.gov

6. Business Phone Number
   858-495-5042

7. Fax Number
   858-495-5981

8. Mailing Address
   PO Box or Street Address
   City
   State
   Zip
   5560 Overland Ave Ste 110
   San Diego
   CA
   92123

9. Check the Appropriate Library Type
   ☑ Public Library ☐ Academic ☐ K-12 ☐ Multi-Type ☐ Special/Other

Project Information

10. Project Title
    New Adults @ the Library

11. LSTA Funds Requested
    $50,000

12. Cash Contributions
    $0

13. In-Kind
    $47,108

14. Total Project Cost
    $97,108

15. California’s LSTA Goals (Check one goal that best describes the project)
    ☑ Literate California
    ☑ Content Creation/Preservation
    ☑ Community Connections
    ☑ 21st Century Skills
    ☑ Bridging the Digital Divide
    ☑ Ensuring Library Access for All
    ☑ 22nd Century Tools
    ☑ Information Connections

16. Number of persons served (The number of persons who use or will benefit directly from this project)
    550

17. Primary Audience for project (Select all that apply.)
    ☑ Adults
    ☑ Families
    ☑ Immigrants/Refugees
    ☑ Intergenerational Groups (Excluding Families)
    ☑ Library Staff, Volunteers and/or Trustees
    ☑ Low Income
    ☑ Non/Limited English Speaking Persons
    ☑ People with Disabilities
    ☑ People with Limited Functional Literacy
    ☑ Pre-School Children
    ☑ Rural Populations
    ☑ School Age Children
    ☑ Senior Citizens
    ☑ Statewide Public
    ☑ Suburban Populations
    ☑ Unemployed
    ☑ Urban Populations
    ☑ Young Adults and Teens

18. This signature certifies that I have read and support this LSTA Grant Application.

Library Director Name: Jose Aponte
Title: Library Director
Mailing Address (if different from above)
City Zip
Library Director Signature: Date:
ELEMENT 2: PROJECT BACKGROUND AND SUMMARY (please see application instructions for additional information)

Describe how this project was identified as a need, how it relates to your library’s strategic plan, what will be accomplished if this project is implemented, and how you will know whether your project is successful. Summary should relate to activities in the timeline (Element 4) and include statistical info to support the project.

A 2013 Pew study showed that public library usage dips for the 18-29 year old demographic (also known as “millennials”), as compared with the rate of library usage for children and adults between ages 30-49. The gap in library use among 20-somethings shows that libraries are currently struggling to engage this age group. San Diego County Library (SDCL) received a Pitch an Idea Planning Grant for a New Adults @ the Library project in 2014. Through this Planning Grant, SDCL conducted a countywide needs assessment and training for library staff on how to best serve this age group.

The 2014 needs assessment included responses by 675 millennials and showed that 62% of people in this age group would like to attend classes and workshops, such as cooking and sewing. Through the training conducted during SDCL’s Planning Grant period, two segments of the millennial population were identified as focus areas based on need. The first group is comprised of new adults who need assistance with life skills. Approximately 56% of millennials ages 18-25 still live at home (Pew Research Center, 2012) and 74% receive some sort of financial support from their parents (Clark Poll, 2013). Another group in need of library services are new adults who are becoming parents. According to the 2012 United States Census, approximately 46% of millennial women have at least one child and 80% of children born today have millennial parents. With that number continuing to rise as the millennial generation grows up, library services to this demographic will be in high demand. These young families are bombarded with questionable information from online resources and the library can and should help them gain the professionally curated information and skills they need to raise the next generation.

Through the needs assessment and training, SDCL is now prepared to offer programs and services targeting the millennial demographic. If the New Adults @ the Library project is implemented, SDCL will successfully engage this age group, offer them skills and resources they want and need, and foster lifelong library users.

SDCL has four main objectives for this project:

Objective 1: Develop a programming series that will support struggling new adults through teaching them life skills
These will be hands-on workshops, as requested in the needs assessment, and topics will include: DACA (Deferred Action for Childhood Arrivals) workshops for undocumented millennials, interview skill workshop, panel on making a career out of your hobby (such as Etsy.com businesses, bartending, DJing, etc.), basic home skills such as cooking/sewing/repair, and managing debt and saving for retirement using apps and vetted online resources. Due to this generation's interest and use of technology, each session will include access to curated apps/online resources. These series will kick off with a visit from the author of the popular “DIY Dammit” blog.

Objective 2: Develop a programming series that will support new parents
These will be hands-on workshops, as requested in the needs assessment, and topics will include: sustainable living/parenting (making your own cleaning supplies, etc.), meal planning, household organization, tips for saving money and building a college fund, and how to use technology to further a child’s growth (such as through educational apps). Due to this generation's interest and use of technology, each session will include access to curated apps/online resources. These series will kick off with a visit from the author of the popular “Rage Against the Minivan” blog.

Objective 3: Develop programming kits for appropriate sessions so that additional workshops can be held beyond the grant period.
The project team and instructors will work together to develop a curriculum and programming kit when possible. For example, kits that have iPads stocked with apps and a detailed curriculum will be used for teaching new parents how to use technology to further their child’s education or to show struggling new adults how they can use technology to better manage their finances. For the job fair programs, SDCL will create a curriculum toolkit that includes resume guidelines, job search tips, interview prep tips, etc.

Objective 4: Build a collection of materials related to the workshop topics
These titles will be used as resources for the workshop sessions, such as job help and parenting books, but will also expand the reach of the program because the titles will be used beyond the grant period.

This project relates to SDCL’s Strategic Plan by focusing on improving the library’s ability to serve an underserved population. The impact of the project will be measured through surveys at all of the program sessions and conversations with millennial attendees.
ELEMENT 3: PLANNING AND EVALUATION (please see application instructions for additional information)

Please answer each area concisely and completely. For section A-F limit to four pages.

A. Project Intent (Check only one that best describes the project)

   Institutional Capacity
   □ Improve the library workforce
   □ Improve the library’s physical and technology infrastructure
   □ Improve library’s operations

   Information Access
   □ Improve users’ ability to discover information
   □ Improve users’ ability to obtain information resources

   Lifelong Learning
   □ Improve users’ formal education
   □ Improve users’ general knowledge and skills

   Human Services
   □ Improve users’ ability to apply information that furthers their personal, family, or household finances
   □ Improve users’ ability to apply information that furthers their personal or family health & wellness
   □ Improve users’ ability to apply information that furthers their parenting and family skills

   Employment & Economic Development
   □ Improve users’ ability to use resources and apply information for employment support
   □ Improve users’ ability to use and apply business resources

   Civic Engagement
   □ Improve users’ ability to participate in their community
   □ Improve users’ ability to participate in community conversation around topics of concern

B. Project Purpose – Short statement which answers the questions: we will do what, for whom, for what expected benefit(s).

The New Adults @ the Library project will engage millennials at the library by providing them with the skills and resources they need to be successful in life and raise the next generation.

C. Anticipated Project Outputs – Measures of services and/or products to be created/provided.

   • Host 2 6-week sessions of the Life Skills series for a total of 12 Life Skills programs
   • Host 2 6-week sessions of the Parenting series for a total of 12 Parenting programs
   • Approximately 350 people total will attend the workshops
   • Host 1 kickoff event for each series for a total of 4 kickoff sessions
   • We estimate 200 total attendees at the kickoff sessions
   • Develop 10 programming kits that can be used by branches in the future

D. Anticipated Project Outcome(s) – What change is expected in the target audience’s skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes? (for examples see attachment B of the application instructions)

SDCL will measure the outcomes of the project through conversations and self-assessment surveys at all related programs. It is estimated that:

   • 80% of workshop attendees will report that they learned or improved a skill
   • 80% of workshop attendees will report that they plan to immediately apply what they learned, therefore changing a behavior
   • 60% of workshop attendees will report that they have a greater understanding of the resources and opportunities offered at the library

E. Briefly describe how this project will be financially supported in the future.

To increase this program’s sustainability, select sessions of each series will be created as programming kits with a curriculum and supplies so that the series can live on after the grant period ends. The Project Team will work closely with the instructors to develop these tools and will attend the sessions to gain the knowledge on how to teach the classes. The books and technological equipment purchased through the grant will provide educational opportunities for many years to come.
F. Activity Information. Activities are action(s) through which the intent or objective of a project are accomplished. Four activity types have been identified, each with select methods to help you describe how you will carry out this project. Indicate activity types that require a significant commitment of resources to the project (representing 10% or more of total project resources).

I. Instruction - Involves an interaction for knowledge or skill transfer and how learning is delivered or experienced.  
(Click all that apply and provide a description including whether the format will be in-person, virtual, or both)  
- ☑ Program - Formal interaction and active user engagement (e.g., a class on computer skills).  
- ☑ Presentation - Formal interaction and passive user engagement (e.g., an author’s talk),  
- ☑ Consultation - Informal interaction with an individual or group of individuals (library staff or other professional) who provide expert advice or reference services to individuals, units, or organizations.

Description: The majority of activities associated with this grant will be instructional. SDCL will hire experts to teach the classes and develop a curriculum/kit when possible. The goal for the workshops is for them to be hands-on with active user engagement, but the kickoff events will be more of a presentation and the DACA workshops and job help workshops will be consultation. All of the instruction will be completed face-to-face.

II. Content - Involves the acquisition, development, or transfer of information and how information is made accessible.  
(Click all that apply and provide a description including whether the format will be physical, digital, or both)  
- ☑ Acquisition - Selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies (i.e., publishers, vendors) to obtain resources. May also include procuring software or hardware for the purposes of storing and/or retrieving information or enabling the act of experiencing, manipulating, or otherwise interacting with an information resource.  
- ☑ Creation - Design or production of an information tool or resource (e.g., digital objects, curricula, manuals). Includes digitization or the process of converting data to digital format for processing by a computer.  
- ☑ Description - Apply standardized descriptive information and/or apply such information in a standardized format to items or groups of items in a collection for purposes of intellectual control, organization, and retrieval.  
- ☑ Lending - Provision of a library’s resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.  
- ☑ Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.

Description: SDCL will purchase a collection of books to support the New Adults workshop topics and will create programming kits with a curriculum for 10 workshop topics. Both of these will primarily be physical content with a digital element (such as ebooks or online posting of curriculum).

III. Planning & Evaluation - Involves design, development, or assessment of operations, services, or resources and when information is collected, analyzed, and/or disseminated. (Click all that apply and provide a description)  
- ☑ Retrospective - Research effort that involves historical assessments of the condition of a project, program, service, operation, resource and/or user group.  
- ☑ Prospective - Research effort that projects or forecasts a future condition of a project, program, service, operation, resource, and/or user group.

Description:

IV. Procurement - Acquiring or leasing facilities; purchasing equipment/supplies, hardware/software, or other materials (not content) that support general library infrastructure. (Provide a description)  

Description: SDCL will procure equipment (iPads, laptops, and a printer, and filter devices as necessary) and program supplies (cooking supplies, sewing supplies, sustainable living items, etc.) in order to incorporate a hands-on element to each workshop session.
**ELEMENT 4: GRANT TIMELINE/ACTIVITIES** (please see application instructions for additional information)

Show each major project activity and when it will be started and/or completed throughout the project. The timeline should correspond to the activities described in Planning and Evaluation. Please put an X in each pertaining month.

<table>
<thead>
<tr>
<th>Activity</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning period – select instructors, schedule workshops, order books</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host Parenting workshop series #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Host Life Skills workshop series #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Assess success of the first 2 series</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Host Parenting series #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Host Life Skills series #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Finalize curriculums and kits, make available to all branches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Conduct final assessment and write final report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
**ELEMENT 5: BUDGET** (please see application instructions for additional information)

The budget should clearly identify the amounts requested and from what sources. *(please do not unlock the application form, if additional space is needed contact Mickie Potter at mickie.potter@library.ca.gov)*

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>LSTA</th>
<th>Cash Contributions</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries/Wages/Benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Manager: 500 hours at $28/hr + 49% benefits</td>
<td>$0</td>
<td>$0</td>
<td>$20,860</td>
<td>$20,860</td>
</tr>
<tr>
<td>Project Co-Manager: 400 hours at $28/hr + 49% benefits</td>
<td>$0</td>
<td>$0</td>
<td>$16,688</td>
<td>$16,688</td>
</tr>
<tr>
<td>Graphic Designer: 100 hours at $18/hr</td>
<td>$0</td>
<td>$0</td>
<td>$1,800</td>
<td>$1,800</td>
</tr>
<tr>
<td>Collection Development/Cataloging: 80 hours at $28/hr + 49% benefits</td>
<td>$0</td>
<td>$0</td>
<td>$3,360</td>
<td>$3,360</td>
</tr>
<tr>
<td>500 hours of substitute time at $20/hour</td>
<td>$10,000</td>
<td>$0</td>
<td>$0</td>
<td>$10,000</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$10,000</td>
<td>$0</td>
<td>$0</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**Description:** SDCL will cover the cost of the Project Manager and Co-Manager to plan and implement the project, along with a Graphic Designer to develop the promotional materials and a Cataloger to select/catalog the materials. LSTA funds will be used to pay for 500 hours of substitute time to cover branch duties for the Project Team.

<table>
<thead>
<tr>
<th>Equipment ($5,000 or more per unit)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Description:**

<table>
<thead>
<tr>
<th>Operating Expenses: Library Materials</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books related to workshop topics</td>
<td>$7,500</td>
<td>$0</td>
<td>$0</td>
<td>$7,500</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$7,500</td>
<td>$0</td>
<td>$0</td>
<td>$7,500</td>
</tr>
</tbody>
</table>

**Description:** These materials will be used at the workshop sessions and made available in SDCL’s floating collection. These materials will focus on the workshop topics, i.e. introductory cooking/sewing or environmentally-friendly parenting. At approximately $25/book, SDCL will purchase 300 books.

<table>
<thead>
<tr>
<th>Operating Expenses: Consultant Fees</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Description:**

---
<table>
<thead>
<tr>
<th>Budget Category</th>
<th>LSTA</th>
<th>Cash Contributions</th>
<th>In-Kind</th>
<th>Total (B+C+D = E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Expenses: Travel</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Description:**

<table>
<thead>
<tr>
<th>Operating Expenses: Supplies/Other</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop and kit supplies</td>
<td>$7,000</td>
<td>$0</td>
<td>$0</td>
<td>$7,000</td>
</tr>
<tr>
<td>iPads, accessories, and apps</td>
<td>$10,400</td>
<td>$0</td>
<td>$0</td>
<td>$10,400</td>
</tr>
<tr>
<td>Laptops</td>
<td>$2,000</td>
<td>$0</td>
<td>$0</td>
<td>$2,000</td>
</tr>
<tr>
<td>Printing of promotional materials</td>
<td>$2,500</td>
<td>$0</td>
<td>$200</td>
<td>$2,700</td>
</tr>
<tr>
<td>Printer</td>
<td>$600</td>
<td>$0</td>
<td>$0</td>
<td>$600</td>
</tr>
<tr>
<td>Room space for workshops</td>
<td>$0</td>
<td>$0</td>
<td>$4,200</td>
<td>$4,200</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$22,500</td>
<td>$0</td>
<td>$4,200</td>
<td>$26,900</td>
</tr>
</tbody>
</table>

**Description:** Workshop and Kit Supplies: basic sewing supplies or materials to create a composting bin for the workshops. iPads and accessories: 20 iPads ($350 x 20 = $7,000), cases ($35 x 20 = $700), and two charging units ($850 x 2 = $1,700) plus apps ($1,000) will be used to extend the educational experience. The laptops ($200 each x 10 = $2,000) will be used for the DACA sessions, resume/job searching help sessions, and to show a variety of professionally curated online resources related to workshop topics. iPads and laptops will be filtered. Promotion via a printed brochure using LSTA funds and posters using SDCL funds ($20 per poster x 10 posters). SDCL will cover the cost of room rental as in-kind contribution $150 x 28 workshops/kickoff sessions = $4,200.

<table>
<thead>
<tr>
<th>Operating Expenses: Contracted Services</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors for workshop sessions – estimate $250 per workshop</td>
<td>$6,000</td>
<td>$0</td>
<td>$0</td>
<td>$6,000</td>
</tr>
<tr>
<td>Parenting blogger – 2 sessions at $1000 each</td>
<td>$2,000</td>
<td>$0</td>
<td>$0</td>
<td>$2,000</td>
</tr>
<tr>
<td>Life skills blogger – 2 sessions at $1000 each</td>
<td>$2,000</td>
<td>$0</td>
<td>$0</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$10,000</td>
<td>$0</td>
<td>$0</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**Description:** SDCL will hire local experts to host the workshops and develop the curriculum needed for the programming kits, when applicable. For example, a local chef will be brought in to teach basic cooking and will also create a curriculum with basic recipes and training so that a kit can be developed for future programs. A popular blogger will be brought in to kick-off each of the 4 series.

<table>
<thead>
<tr>
<th>Project Total</th>
<th>$50,000</th>
<th>$0</th>
<th>$47,108</th>
<th>$97,108</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect Cost Rate Applied</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Cost</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Check one: (please see application instructions for additional information)

☐ No Indirect
☐ Federally negotiated indirect cost rate *
☐ Indirect proposed cost rate *

* please attach supporting documentation if required

**Description:**

| Grand Total | $50,000 | $0 | $47,108 | $97,108 |
ELEMENT 6: ATTACHMENTS (please see application instructions for additional information)
If you have additional resources that support your grant, please attach after this page

ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2015/16
(please see application instructions for additional information)

As the duly authorized representative of the applicant public library, public elementary school library or public secondary school library applying for LSTA funding, I hereby certify that the library is (check only one of the following boxes)

A.  ☒ An individual applicant that is CIPA compliant.
    The applicant library, as a public library, a public elementary school library or public secondary school library, has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.

B.  ☐ Representing a group of applicants. Those applicants that are subject to CIPA requirements have certified they are CIPA compliant.
    All public libraries, public elementary school libraries, and public secondary school libraries, participating in the application have complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. The library submitting this application has collected Internet Safety Certifications from all other applicants who are subject to CIPA requirements. The library will keep these certifications on file with other application materials, and if awarded funds, with other project records.

C.  ☐ Not Subject to CIPA Requirements.
    The CIPA requirements do not apply because no funds made available under this LSTA grant program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

San Diego County Library
Library/Organization

Jose Aponte
Library Director Name

New Adults @ the Library
Project Name

Library Director
Title

Library Director Signature
Date

file:mcp/lsta/announceapps&instr/1516
New Adults @ the Library Workshops

Parenting Series

Kickoff Event: Kristen Howerton from *Rage Against the Minivan*, a satirical parenting blog.

1. Sustainable Living
   **Summary:** Hands-on instruction on a variety of DIY projects for the home, such as making your own cleaning products, composting, etc. Resources available online and via apps will be referenced and available for viewing.
   **Supplies:** items for creating cleaning products, sample composting supplies
   **Equipment:** iPads and laptops
   **Curriculum/Kit:** “recipes” for the products, composting tip sheets, and list of online/app resources with descriptions

2. Environmentally-Friendly Parenting
   **Summary:** Hands-on instruction on how to make your own toys and baby products and the best “green” baby products. Resources available online and via apps will be referenced and available for viewing.
   **Supplies:** items for creating toys and baby products; samples of others
   **Equipment:** iPads and laptops
   **Curriculum/Kit:** “recipes” for the products, product tip sheets, list of online/app resources with descriptions

3. Meal Planning
   **Summary:** Hands-on instruction on creating a meal plan, tips for saving money on groceries, and how to prepare basic meals for children. Resources available online and via apps will be referenced and available for viewing.
   **Supplies:** meal planning templates, ingredients for prepping basic meals
   **Equipment:** iPads, laptops, and printer
   **Curriculum/Kit:** meal planning templates, tips for saving money, recipes for basic meals, list of online/app resources with descriptions

4. Household Organization
   **Summary:** Hands-on instruction on how to organize your household – from pantry organization to storing important documents. Resources available online and via apps will be referenced and available for viewing.
   **Supplies:** items needed for creating sample organization tools
   **Equipment:** iPads and laptops
   **Curriculum/Kit:** instructions and tip sheets for creating the items, samples of the items and a list of consumables that can be provided to supplement, list of online/app resources with descriptions.

5. Budgeting
   **Summary:** Hands-on instruction on how to create a budget using apps and websites.
   **Equipment:** iPads and laptops
   **Curriculum/Kit:** budget template, list of online/app resources with descriptions

6. Parenting Using Technology
   **Summary:** Hands-on instruction on how to use apps and websites for parenting, such as educational apps, apps for charting your child’s development, etc.
   **Equipment:** iPads and laptops
   **Curriculum/Kit:** list of online/app resources with descriptions
New Adults @ the Library Workshops

Life Skills Series

Kickoff Event: Joselyn Hughes from DIY, Dammit!, a satirical DIY YouTube channel turned book (to be released in November 2015).

1. DACA and Job Workshop
   Summary: Hands-on instruction on applying for Deferred Action for Childhood Arrivals (DACA), career counseling, resume creation, etc.
   Equipment: iPads, laptops, and printer
   Curriculum/Kit: Tip sheets, resume samples, list of online/app resources with descriptions

2. Budgeting
   Summary: Hands-on instruction on how to create a budget using apps and websites.
   Equipment: iPads and laptops
   Curriculum/Kit: budget template, list of online/app resources with descriptions

3. Hobby Turned Career
   Summary: Panel of successful entrepreneurs that turned a hobby into a career, such as Etsy.com, DJing, bartending, tattoo artistry, etc.

4. Intro to Cooking
   Summary: Hands-on instruction on creating a meal plan, tips for saving money on groceries, and how to prepare basic meals for 1-2 people. Resources available online and via apps will be referenced and available for viewing.
   Supplies: meal planning templates, ingredients for prepping basic meals
   Equipment: iPads, laptops, and printer
   Curriculum/Kit: meal planning templates, tips for saving money, recipes for basic meals, list of online/app resources with descriptions

5. Intro to Sewing
   Summary: Hands-on instruction on how to do very basic sewing, such as re-attach a button or sew on a patch. Resources available online and via apps will be referenced and available for viewing.
   Supplies: sewing supplies (needles and thread), fabric, buttons, etc.
   Equipment: iPads and laptops
   Curriculum/Kit: sewing supplies, sample projects, list of online/app resources with descriptions

6. Basic Maintenance & Repair
   Summary: Hands-on instruction on how to perform basic car and home maintenance tasks. Types of tools/tape, how to check oil and tire pressure, etc. Resources available online and via apps will be referenced and available for viewing.
   Supplies: Basic tools, types of tape, etc.
   Equipment: iPads and laptops
   Curriculum/Kit: Basic tools, sample projects, tip sheets for stocking your toolbox, list of online/app resources with descriptions