CALIFORNIA STATE LIBRARY  
FISCAL YEAR 2015-2016  
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)  
PITCH AN IDEA GRANT APPLICATION

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

Applicant Information

1. Library/Organization  
   Santa Monica Public Library

2. Library’s DUNS Number  
   074152596

3. Internet Web Site Address  
   www.smpl.org

4. Project Coordinator Name & Title  
   Roger Kelly, Youth Services Coordinator

5. Email Address  
   roger.kelly@smgov.net

6. Business Phone Number  
   310-458-8976

7. Fax Number
   310-458-8976

8. Mailing Address  
   PO Box or Street Address: 601 Santa Monica Blvd.  
   City: Santa Monica  
   State: CA  
   Zip: 90401

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

Project Information

10. Project Title  
    Reading-2-Go

11. LSTA Funds Requested  
    $15,000

12. Cash Contributions  
    $0

13. In-Kind  
    $93,902

14. Total Project Cost  
    $108,902

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)  
    20-60

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

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

Library Director Name: Maria Carpenter  
Title: City Librarian

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.

According to the 2014 Santa Monica Youth Wellbeing Report Card, 16% of children entering Kindergarten in the City of Santa Monica are vulnerable or at risk in the area of Learning and Communication skills. This data comes directly from the EDI (Early Development Instrument), a community school readiness assessment conducted by Kindergarten teachers each year. This population measure of school readiness does not identify individual children, but rather looks at how experiences at home and in the community can help prepare children for the school environment. The use of the EDI is supported by Santa Monica Cradle to Career, a collective impact initiative of the City of Santa Monica (which includes our public library), Santa Monica-Malibu Unified School District, Santa Monica College, and community members who believe that the wellbeing of our children should be the top priority of our City.

Wellbeing is part of the City of Santa Monica's strategic plan, and the Cradle to Career Task Force has started to provide a solution to this kindergarten readiness problem. Debuting in February 2015 is “Building Blocks for Kindergarten”, a city-wide educational outreach campaign targeted to parents of 4 year olds. Among the campaign tools is the Building Blocks for Kindergarten handbook, adapted from a publication of FIRST 5 Santa Clara County, First 5 San Mateo County, and the Silicon Valley Community Foundation.

Reading-2-Go is an early literacy project targeting a small group of 20 informal home daycare providers serving preschoolers in bilingual families (Spanish and Amharic) and low income families. The project will provide service to these providers in four ways.

1. **READING-2-GO TUBS**
   Tubs containing a themed collection of books and educational materials in English, Spanish, Amharic will be distributed and rotated to the homes.

2. **EARLY LITERACY AND STORYTIME TRAINING FOR PROVIDERS**
   Youth librarians or early literacy specialist will inform and demonstrate through the direct modeling storytimes to the providers so that they can replicate early literacy techniques with their preschoolers.

3. **TEXTS TO PROVIDERS WITH EARLY LITERACY TIPS**
   The project will implement a new communication model of directly texting providers early literacy tips. Based on the recent Stanford University study and pilot program with the San Francisco Unified School District of texting early literacy tips regularly over an extended period of time, this quick, user friendly technique has been shown to work and influences parent behavior to take action every day with their children and to remind parents how easy and simple it can be to incorporate words and literacy into daily routines.

4. **HOME LIBRARY FOR PROVIDERS**
   Reward the providers at the end of the program for their participation with their own home library so that they can continue the training they have learned past the grant period.

Our community partner in this project is Connections for Children, a non-profit Child Care Resource and Referral agency serving child care providers, educators, and parents in the West Los Angeles and South Bay communities. They will help the Library to identify 20 informal home daycare providers in Santa Monica.

Staff will administer pre and post surveys to gauge a change in attitude and behaviors related to early literacy as part of weekly routine. If 80% of the informal home care providers report increased understanding of the importance of literacy and increased frequency of reading aloud or incorporating early literacy habits into their routines, the program will be deemed a success.
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).

Reading-2-Go will bring the library and its resources to unlicensed home care providers and the children they serve, many of whom are bilingual (Spanish- and Amharic-speaking). Program participants will receive a semi-monthly delivery of early literacy tubs, available in three languages, as well as training about how to use its contents. Additionally, we will send weekly early literacy texts to caregivers. We plan to target 20 providers who will be identified with help from our community partner, Connections for Children. Expected benefits of this project are that providers will have improved: 1) Access to early literacy materials/information; 2) Contact with library staff and a better understanding of library resources and services; 3) Understanding about the importance of reading aloud and literacy.

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

- 40 Reading-2-Go Tubs created.
- 20 Home Libraries created.
- 20 Home day care trainings conducted.
- 60 text tips created and sent
- 20 providers and up to 60 children reached through the program.

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)

Using pre/post surveys to measure changes in behavior and attitude in two areas:
1) 80% of Home Day Care providers will report increased understanding of importance of literacy.
2) 80% of Home Day Care providers will report increased frequency of reading aloud to children in their care, or incorporating literacy habits in their routine.

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

We have Library Director's support to use either City or Friends of the Library funds to refresh Reading-2-Go tub contents and/or buy new materials to increase the number of program participants.
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. *(Check 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: Library staff will do an initial outreach visit to home care providers, which will consist of a mini-storytime and information sharing. Participants will learn how to use early literacy tub materials to improve children's school readiness. Also, we will distribute Every Child Ready to Read pamphlets and discuss simple activities that support early literacy. Halfway through the 9-month tub rotation, we will give away a small number of books, so providers can start to build a home library. Upon completion of the grant period, providers will receive a second installment of books. Also, library staff will make a third and final visit to promote our Summer Reading Program. That way, both providers and children will be encouraged to maintain their relationship with the public library. Training, information, and books will be provided in three languages: English, Spanish, and Amharic.

II. **Content** - Involves the acquisition, development, or transfer of information and how information is made accessible. *(Check 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: Using staff expertise, El Dorado County Library's Early Learning Kits as a model, and community contacts, we will develop early literacy tubs. These tubs will have a combination of books, manipulatives, and songs/rhymes in three languages: English, Spanish, and Amharic. Staff will research vendors to find appropriate materials and work with Amharic-speaking contacts to record or transcribe rhymes and songs in their native language. An inventory list and instructions will be placed inside each tub. Rotating tubs will be delivered to providers on a semi-monthly basis over a 9-month period.

III. **Planning & Evaluation** - Involves design, development, or assessment of operations, services, or resources and when information is collected, analyzed, and/or disseminated. *(Check 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:
### 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>
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<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
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<tbody>
<tr>
<td>Determine Reading-2-Go tub contents for English, Spanish, and Amharic Languages</td>
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<td>Identify participants</td>
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<td>Order and create tub materials and assemble tubs</td>
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<td>Determine method for texting (software, etc.)</td>
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<td>Create literacy tips for texting</td>
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<td>Pre-survey participants</td>
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<td>Initial training at participant sites</td>
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<tr>
<td>Delivery of Reading-2-Go tubs - rotated twice per month during grant period</td>
<td>X</td>
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<td>Weekly texting of literacy tips to providers</td>
<td>X</td>
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<td>Purchase materials for home libraries</td>
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<td>Post-survey of participants</td>
<td>X</td>
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<td>Delivery of home libraries to participants</td>
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<tr>
<td>Summer reading program outreach</td>
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<tr>
<td>Program review and evaluation</td>
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</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>Salaries/Wages/Benefits</td>
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<td></td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>$0</td>
<td>$0</td>
<td>$12,600</td>
<td>$12,600</td>
</tr>
<tr>
<td>Project Planning Team</td>
<td>$0</td>
<td>$0</td>
<td>$67,680</td>
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<tr>
<td>Early Literacy Trainers</td>
<td>$0</td>
<td>$0</td>
<td>$4,440</td>
<td>$4,440</td>
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<tr>
<td>Reading-2-Go Tub Deliverer</td>
<td>$0</td>
<td>$0</td>
<td>$8,480</td>
<td>$8,480</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
<td>$0</td>
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</table>

**Description:** Project Coordinator - Lib. III, Youth Services Coordinator (project oversight, research of Reading-2-Go tub contents, coordinate with community partners, develop survey questions and training content; 1 FT): 15 hr (avg) x 12 mos = 180 hrs x $70/hr = $12,600

Project Planning Team - Lib. III, Branch Services (manage budget; 1 FT, $75/hr), Lib. II, Latino Outreach (manage trainings; 1 FT, $58/hr), and Lib. II, Children's Services Supervisor (manage timeline; 1 FT, $55/hr): 30 hrs (avg) x 12 mos = 360 hrs x $188/hr = $67,680

Early Literacy Trainers - Lib. II, Latino Outreach (1 FT, $58/hr) and Lib. I, Children's Bilingual Services (1 FT, $53/hr): 1 hr trainings x 2 per site x 20 sites = 40 hrs x $111/hr = $4,440. The Lib. I, Children's Bilingual Services will also manage the bimonthly deliveries of the Reading-2-Go tubs (2 deliveries/mo x 8 mos x 20 sites = 320 trips x $53/hr x .5 hr = $8,480)

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

<table>
<thead>
<tr>
<th>Operating Expenses: Library Materials</th>
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<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
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</table>

**Description:**

<table>
<thead>
<tr>
<th>Operating Expenses: Consultant Fees</th>
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</thead>
<tbody>
<tr>
<td>Connections for Children Consultant</td>
<td>$0</td>
<td>$0</td>
<td>$684</td>
<td>$684</td>
</tr>
<tr>
<td>Translator for Amharic materials</td>
<td>$500</td>
<td>$0</td>
<td>$0</td>
<td>$500</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>$500</td>
<td>$0</td>
<td>$684</td>
<td>$1,184</td>
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</tbody>
</table>

**Description:** Connections for Children Consultant - Patti Oblath, Executive Director: actions/contributions to project include monthly 1.5 hr meetings with Project Planning Team to identify the home daycare providers (1.5 x 12 = 18 hrs x $38/hr = $684).

Translator for Amharic materials - Meklit Hailu: contributions include spending 10 HOURS translating the written materials in the Reading-2-Go tubs and providing recommendations on book purchases written in Amharic (10 hrs x $50 = $500)
<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>
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<tbody>
<tr>
<td><strong>Operating Expenses: Travel</strong></td>
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<tr>
<td>Early Literacy Trainers to home daycare sites</td>
<td>$92</td>
<td>$0</td>
<td>$0</td>
<td>$92</td>
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<tr>
<td>Reading-2-Go Tub Deliveries</td>
<td>$736</td>
<td>$0</td>
<td>$0</td>
<td>$736</td>
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<tr>
<td>Subtotal</td>
<td>$828</td>
<td>$0</td>
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</table>
| **Description:**  The Early Literacy Trainers - comprised of 1 Librarian II, Latino Outreach and 1 Librarian I, Bilingual Children's Services - will make two trips to each of 20 home daycare provider sites in the Santa Monica area to conduct early literacy training: $0.575/mile x 4 miles (avg) x 20 sites x 2 visits = $92
Reading-2-Go Tub Delivery - the Librarian I, Bilingual Children's Services will make bimonthly deliveries of the Reading-2-Go tubs to the 20 home daycare provider sites: 2 deliveries/mo x 8 mos x 20 sites = 320 trips x $0.575/mile x 4 miles (avg) = $736 |

<table>
<thead>
<tr>
<th><strong>Operating Expenses: Supplies/Other</strong></th>
<th></th>
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<tbody>
<tr>
<td>Reading-2-Go Tubs</td>
<td>$7,840</td>
<td>$0</td>
<td>$0</td>
<td>$7,840</td>
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<tr>
<td>Home Libraries for home daycare sites</td>
<td>$5,640</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Survey Supplies</td>
<td>$0</td>
<td>$0</td>
<td>$18</td>
<td>$18</td>
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<tr>
<td>Texting supplies/software</td>
<td>$192</td>
<td>$0</td>
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<tr>
<td>Subtotal</td>
<td>$13,672</td>
<td>$0</td>
<td>$18</td>
<td>$13,690</td>
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</tbody>
</table>
| **Description:**  Reading-2-Go Tubs: Each tub contains 8 books ($15 each), 1 music cd ($16), 2 puppets ($10 each), 3 toys ($8 each), 1 activity sheet ($1), 1 clear plastic storage tub ($15) = $196 x 40 themed tubs = $7,840
Home Libraries for daycare sites: Each home library contains 17 books ($15 each), 1 cube bookshelf ($27) = $282 x 20 sites = $5,640
Survey supplies: paper & printing for 2 surveys (1 pre & 1 post): 1 ream of paper = $12; 20 sites x 2 surveys x $.15/copy = $6
Texting supplies/software: Research and purchase texting software for early literacy texts to home daycare providers = $192 |

<table>
<thead>
<tr>
<th><strong>Operating Expenses: Contracted Services</strong></th>
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| **Project Total**                          | $15,000 | $0 | $93,902 | $108,902 |
| **Indirect Cost Rate Applied**             | 0 %     |    |         |          |
| **Indirect Cost**                          | $0      | $0 | $0      | $0       |

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**                            | $15,000 | $0 | $93,902 | $108,902 |
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.

Santa Monica Public Library
Library/Organization

Reading-2-Go
Project Name

Maria Carpenter
Library Director Name

City Librarian
Title

Library Director Signature
Date

file: mcp/lsta/announceapps&instr/1516
May 18, 2015

Ms. Maria Carpenter
City Librarian
Santa Monica Public Library
601 Santa Monica Blvd.
Santa Monica, CA 90401

Dear Ms. Carpenter:

Connections For Children is pleased to be a community partner of the Santa Monica Public Library. We are delighted to participate in the implementation of the Library’s Reading-2-Go program. This vital program will help to strengthen early literacy among our City’s most vulnerable children.

Over the past two years, Connections For Children has worked closely with Roger Kelly and the children’s librarians to develop Cradle to Career Santa Monica’s Building Blocks for Kindergarten campaign. This campaign, spurred by data that a significant number of the young children in our community lack the needed communication and learning skills for success when they enter kindergarten, has clearly shown the need for the Reading-2-Go program. This project will reach a unique population of children who do not receive preschool learning experiences.

We look forward to assisting with outreach to family members, friends, and neighbors who provide child care in our neighborhoods. Supporting children’s early literacy development at the homes where they are in care will make a big difference in preparing children to become successful readers.

In closing, please let me reiterate Connections For Children’s strong support for Reading-2-Go. We are very happy to endorse the project and look forward to our continued partnership with the Santa Monica Public Library.

Sincerely,

Patti Oblath
Executive Director