CALIFORNIA STATE LIBRARY  
FISCAL YEAR 2015-2016  
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)  
EUREKA! LEADERSHIP GRANT APPLICATION

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

Applicant Information

1. Library/Organization: Ontario City Library

2. Library’s DUNS Number: 078136223

3. Internet Web Site Address: www.ontariocitylibrary.org

4. Project Coordinator Name & Title: Alysha Cisneros, Senior Library Assistant

5. Email Address: acisneros@ci.onantario.ca.us

6. Business Phone Number: 909-395-2243

7. Fax Number: 909-395-2043

8. Mailing Address:
   PO Box or Street Address: 215 East C Street
   City: Ontario
   State: CA
   Zip: 91764

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

Project Information

10. Project Title: TCaP - Teens, College, and Preparedness

11. LSTA Funds Requested: $5,000

12. Cash Contributions: $0

13. In-Kind: $10,652

14. Total Project Cost: $15,652

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

16. Number of persons served (The number of persons who use or will benefit directly from this project): 65

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: Helen McAlary
   Title: Library Director

   Mailing Address:
   (if different from above) Same as Above
   City
   Zip

   Library Director Signature: ___________________________ Date: ______________________

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Ontario City Library
078136223
www.ontariocitylibrary.org
Alysha Cisneros, Senior Library Assistant
acisneros@ci.onantario.ca.us
909-395-2243
909-395-2043
215 East C Street, Ontario, CA 91764

Public Library

TCaP - Teens, College, and Preparedness

$5,000

$10,652

$15,652

Literate California

65

Adults

Pre-School Children

Helen McAlary

Library Director

Same as Above

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.

College preparedness was first identified as a need through simple conversation with teen regulars at the Ovitt Family Community Library. When teens were asked what kind of information they were getting at school, many replied they didn’t get any. Next the United States Census Bureau website information about Ontario, California was looked at. It was noticed that the number of Ontario citizens with a bachelor’s degree or higher is a mere 13.2% compared to the California average of 30.5%. After discovering this information, a survey was given to local Ontario teenagers 13 - 18. The survey was given to teenagers that frequent the library, as well as teens from two local high schools, Colony High School and Chaffey High School. In total 185 surveys were collected.

After collating the data, it was discovered that out of nearly 95% of teens who said they planned on attending college, only 65% of them have done any research about college. Among those teens, 66% had researched college for 5 or less hours. Although teens are interested in college, many expressed that they did not have information about what college to attend, or how they could pay for college when accepted. There is a large gap between the teens that really struggle and get help from programs such as Avid, and the high achieving teens that do not require any additional help. What Teens, College, and Preparedness (TCaP) will do is close that gap through a series of interactive workshops that focus on topics like: financial aid, writing the admission essay, and hearing from current college students.

TCaP relates to Ontario City Library's strategic plan in many ways. Ontario City Library's mission is to "strengthen our community by creating and supporting lifelong reading, learning, and enjoyment." TCaP supports this mission of providing lifelong learning by teaching teens and parents skills that will lead to success in higher education. TCaP also promotes lifetime reading by providing a set of core collection books to each teen which they can use during the workshops and at home. TCaP also ties into Ontario council goals. Two of the Ontario council goals are to "Encourage, provide, or support recreational, educational, cultural and healthy city programs, policies and activities" and to “Pursue City’s goals and objectives by working with other governmental agencies". TCaP fits the first goal by providing educational programs and activities, something that had not been highlighted in teen programming. TCaP fits the second council goal by working with several government agencies, namely Colony High School, Chaffey High School, Chaffey Community College, as well as other local community colleges, Cal State Universities, and UC Universities.

Once implemented, TCaP will allow Ontario teens and their parents to engage with college and higher education in several ways. Teens and parents will be informed and knowledgeable in everything from the application process to the financial opportunities available to help pay for college. Teens and parents will be exposed to the many different types of colleges, including community, Cal State, UC, private, and even trade school. They will learn about campus life, and what to expect once they head off to college including safety tips and everyday questions answered by current college students. The TCaP program will be successful if it provides them with the knowledge and confidence to apply, get in, and succeed at higher education.

In addition to Colony High School and Chaffey High School, TCaP will have several other partners to make sure that it is successful to the teens and parents attending. Ontario Police Department will be a partner and will speak at the "College Safety 101" panel. Chaffey Community College has committed to the "Community, Cal State, UC, or Private: What's the Difference?" panel. Ontario City Library will also be partnering with Promise Scholars, one of the first universal comprehensive college going programs of its kind in San Bernardino County, and the Youth Mentoring Action Network, to host the four "College Application Boot Camp Workshops". This grant will also add 70 new non-fiction young adult titles to make up the "TCaP College Core Collection". This collection will be available to everyone who has an Ontario City Library card to check out. Teens who attend the workshops and panels will also receive three titles to form their own "Teen College Collection". These books will be given out at the corresponding TCaP workshops. Beginning-of-project grant expenditures will be covered by the Library if necessary.
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).

Teens, College, and Preparedness (TCaP) will provide underserved teenagers and their parents with the tools and information to make informed decisions and succeed at higher education. TCaP will do this by offering content specific workshops and panels to teenagers ages 13 to 18 and their parents.

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

- 18 College prep workshops and panels in two locations, 11 at Ovitt Family Community Library location and 7 at Colony High Branch Library location
- Total of 50 high school students served
- Total of 15 parents served
- 70 Career, college, & education books added to the collection
- Students will receive set of 3 college preparedness books to build their own home core collection
- Postcards, flyers, posters, and bookmarks distributed to promote program
- 100% of teens will have a Ontario City Library Card by the end of 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)

- 75% of teens and parents will learn the difference between a Community, Cal State, UC, and Private college
- 75% of teens and parents will learn how to fill out a college application
- 75% of teens will learn how to write a quality college essay
- 75% of teens and parents will learn how to find resources to fund their college education
- 75% of teens and parents will learn more information about trade schools
- 75% of teens will be better prepared for potential safety issues in college
- 100% of teens will have their college life questions answered by current college students

At each workshop or panel pre and post surveys will be given. Each teenager/adult will also be given a survey at the first event they attend and the last event they attend. Some examples of questions given on the survey are "Do know where to apply to college online? - Yes or No" and "What different ways are you aware of to help pay for college? - Grants, Loans, Scholarships, Other".
E. Briefly describe how this project will be financially supported in the future.
Since the rooms are provided in-kind, and many of the speakers are donating their time, it will be easy to provide this program in future years.

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:
Workshops:
1. "College Application Boot Camp" - Will provide a group of 25 teenagers with an intense two Saturday workshop that will teach them about college, the application process, personal statements, and much more.
2. "College Essay Workshop" - Teens will draft a college application essay, receive feedback from professional educators, and create a final draft.
3. "College Application Workshop" - Teens and parents will learn about the college application process including online sites, and application fees.

Presentations/Panels:
1. "Community, Cal State, UC, or Private: What's the Difference?" - Teens and parents will learn about the difference between four types of college settings.
2. "College, Money, And How to Make the Two Go Together" - Teens and parents will learn how to apply and receive financial aid.
3. "Trade School, Is it Right For You?" - Teens and parents will learn about continuing education options.
4. "College Safety 101" - Teens will hear about the dangers of college campuses from an Ontario Police Department officer.
5. "Been There, Done That" - Teens will have the opportunity to ask college students questions about campus life, classes, and more in an open and honest environment. The college students running these panels will be paid for their time and services.

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: $1500 of the grant will be used to purchase books for the Young Adult Non-Fiction collection. Books will be purchased through Baker and Taylor. We expect to purchase 70 books and catalog them to add them to the Ovitt Family Community Library. Books will be distinguished with a special "TCaP College Core Collection" label. These materials will be available to all patrons. In addition there will be 3 books given to teens who attend certain workshops and panels that they can keep after using them. They will be referred to as the "Teen College Collection".

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>
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<th>Sept</th>
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<th>May</th>
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<tr>
<td>Prepare graphics</td>
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<td>Distribute flyers and advertisement to local schools and organizations</td>
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<td>Prepare class materials and outlines</td>
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<td>Purchase TCaP College Core Collection</td>
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<td>Purchase Teen College Collection</td>
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<td>Confirm presenters for panels and workshops</td>
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<td>Reserve/book meeting rooms</td>
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<tr>
<td>Add TCaP Core Collection books</td>
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<tr>
<td>College Application Boot Camp workshops</td>
<td>X</td>
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<td>Community, Cal State, UC, or Private: What's the Difference? panel</td>
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<td>College Application workshop</td>
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<td>College Essay workshop</td>
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<td>College, Money, and How to Make the Two Go Together panel</td>
<td>X</td>
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<td>Trade School, Is It Right for You? panel</td>
<td>X</td>
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<td>College Safety 101 panel</td>
<td>X</td>
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<td>Been There, Done That panel</td>
<td>X</td>
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<td>Compile outcomes, outputs, and survey responses</td>
<td>X</td>
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<td>Report findings</td>
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<td>X</td>
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</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>
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<tr>
<td>2 Senior Library Assistants @ $24.32 an hour x 134 hours</td>
<td>$0</td>
<td>$0</td>
<td>$3,258</td>
<td>$3,258</td>
</tr>
<tr>
<td>2 Supervising Librarians @ 37.23 an hour x 10 hours</td>
<td>$0</td>
<td>$0</td>
<td>$372</td>
<td>$372</td>
</tr>
<tr>
<td>3 Library Assistants @ $21.16 an hour x 41 hours</td>
<td>$0</td>
<td>$0</td>
<td>$868</td>
<td>$868</td>
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<tr>
<td>1 Crime Prevention Specialist @ $26.09 an hour x 5 hours</td>
<td>$0</td>
<td>$0</td>
<td>$130</td>
<td>$130</td>
</tr>
<tr>
<td>2 Library Clerks @ $17.42 an hour x 10 hours</td>
<td>$0</td>
<td>$0</td>
<td>$174</td>
<td>$174</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
<td>$0</td>
<td>$4,802</td>
<td>$4,802</td>
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</tbody>
</table>

**Description:** Alysha (Senior Library Assistant) - 124; Graphics (Senior Library Assistant) - 10 Hours; Ovitt Youth Services Librarian (Supervising Librarian) - 5 hours; Colony Branch Manager (Supervising Librarian) - 5 hours; Ovitt Teen Library Assistant (Library Assistant) - 5 hours; Colony Teen Library Assistant (Library Assistant) - 8 hours; Other Library Assistant for weekend bootcamp - 28 hours; Police officer (Crime Prevention Specialist) - 5 hours; Library Clerks (2) to order and catalog Core Collection Materials - 10 hours.

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

**Description:**

<table>
<thead>
<tr>
<th>Operating Expenses: Library Materials</th>
<th>LSTA</th>
<th>Cash Contributions</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCaP College Core Collection</td>
<td>$1,500</td>
<td>$0</td>
<td>$0</td>
<td>$1,500</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>$1,500</td>
<td>$0</td>
<td>$0</td>
<td>$1,500</td>
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</tbody>
</table>

**Description:** 70 books will be added to the Young Adult collection, with each book costing an average of $21.43. These will be for library use and be referred as "TCaP College Core Collection".

<table>
<thead>
<tr>
<th>Operating Expenses: Consultant Fees</th>
<th>LSTA</th>
<th>Cash Contributions</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panel and workshop presenter fees</td>
<td>$600</td>
<td>$0</td>
<td>$1,500</td>
<td>$2,100</td>
</tr>
<tr>
<td>College Application Boot Camp fees</td>
<td>$500</td>
<td>$0</td>
<td>$2,700</td>
<td>$3,200</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>$1,100</td>
<td>$0</td>
<td>$4,200</td>
<td>$5,300</td>
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</tbody>
</table>

**Description:** 4 presenters at $75 x 2 presentations for the "Been There, Done That" panel; 20 other presenters will be donating their time; Pay the Youth Mentoring Action Network for 20 teens x $40 each for four different 2 day workshops = $800
<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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</thead>
<tbody>
<tr>
<td>Operating Expenses: Travel</td>
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<td>Description:</td>
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<tr>
<td>Operating Expenses: Supplies/Other</td>
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<td>Graphic supplies</td>
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<td>Marketing postcards, stickers, and bookmarks</td>
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<td>Snacks for participants during programs</td>
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<td>Flash drives</td>
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<td>Operating Expenses: Contracted Services</td>
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<td>☒ No Indirect</td>
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<tr>
<td>☐ Federally negotiated indirect cost rate *</td>
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<td>☐ Indirect proposed cost rate *</td>
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<td>* please attach supporting documentation if required</td>
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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.

Ontario City Library
Library/Organization

TCaP - Teens, College, and Preparedness
Project Name

Helen McAlary
Library Director Name

Library Director
Title

Library Director Signature

Date