CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
FISCAL YEAR 2016/2017 PITCH-AN-IDEA GRANT APPLICATION

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

1. Library/Organization: Palos Verdes Library District
2. Library’s DUNS Number: 076188945
3. Project Coordinator Name & Title: Michael Barb, School & Student Services Librarian
4. Email Address: mbarb@pvld.org
5. Business Phone Number: 310-377-9584, ext. 216
6. Mailing Address: PO Box or Street Address: 701 Silver Spur Rd, City: Rolling Hills Estates, State: CA, Zip: 90274

Project Information:
7. Project Title: College-Prep Research Boot Camp
8. LSTA Funds Requested: $27,000
9. Cash Contributions: $0
10. In-Kind: $0
11. Total Project Cost: $41,031
12. 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
13. Number of persons served (Number of persons who use or will benefit directly from this project): 150
14. 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
15. This signature certifies that I have read and support this LSTA Grant Application.

Library Director Name: Katherine Gould
Title: Director, Palos Verdes Library District
Mailing Address (if different from above):
City: Zip: 
Library Director Signature: Date:
ELEMENT 2: PROJECT BACKGROUND AND SUMMARY

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.

The Palos Verdes Library District (PVLD) serves 70,000 residents in a suburban area of L.A. County. PVLD has long prided itself on helping to meet the academic needs of the 12,000 students who attend the Palos Verdes Peninsula Unified School District (PVPUSD). Among the student body are 4,365 students who attend the district's two major high schools.

Anecdotal evidence from local parents and teachers suggests that, even though 86% of PVPUSD’s graduates enroll in four-year colleges, many of these students arrive at major universities unprepared to conduct academic research. The classic freshman year assignment — to write a research paper without relying on Google or Wikipedia — often produces deep consternation and even failure. Decades of budget cuts in K-12 school libraries (and related information literacy training by teacher-librarians) have led to many students being ill-equipped for even the most fledgling scholarly research.

With its robust collections and staffing, PVLD has long served as the defacto school library for K-12 students, who find the public library’s materials and services essential to completing their homework assignments. Over the past decade, thanks to a handful of public and private grants, PVLD has been able to tackle the information literacy needs of upper-elementary and middle-school students and their teachers. We have conducted several series of classroom visits as well as in-service “teach the teacher” sessions for administrators and faculty.

The College-Prep Research Boot Camp proposes to engage both high school sophomores and secondary school teachers to think critically about where knowledge comes from and how they can best participate in the research and learning process. The focus will be on conducting separate training sessions for students and faculty with the common goal of boosting their “information and media literacy IQ.” While students concentrate on competitive, game-based tasks such as “super-Googling,” electronic resources scavenger hunts, and media literacy in the form of video analysis; teachers will learn to seamlessly incorporate the research process into their existing lesson plans. A series of 4-5 workshops would seek to reach approximately 100 students, with another 4-5 workshops aimed at 50 teachers. In preparation for these workshops, the project team will work in close concert with a high school teacher, a teacher-librarian, a local academic librarian, and a university instructor of media and information literacy acting as a consultant.

During the grant period, two PVLD librarians will do the following: develop a model for an engaging program for high school sophomores; design curricula for both student and teacher sessions; develop outcomes metrics such as in-class surveys and follow-up assessments with teachers and students to measure behavioral change; employ marketing and outreach efforts to excite and rally support from local parents, teachers, professors, and librarians; carry out workshop sessions; and gather statistical results and lessons learned. At the end of each group instructional session, students and teachers will demonstrate a 70-80% increase in awareness of the library’s holdings and a 50-60% increase in their knowledge of effective research methods. This information will be gathered via pre- and post-workshop assessments, including surveys and personal interviews. At the end of the grant cycle, a key measure of PVLD’s added service will be a 20% increase in patron use of its high school-focused reference databases.

The project will be regarded as successful if: 1) the instruction and resources that PVLD provides clearly improves the ability of 10th graders to conduct effective research for school papers and presentations; and 2) high school teachers incorporate information literacy instruction into their existing lesson plans. The end result will be a marked improvement in students’ competencies in accessing, analyzing, evaluating, and using information in a variety of formats. A primary objective for PVLD will be to continue the College-Prep Research Boot Camp sessions after the grant period, as well as to create a workshop model that could be replicated in other communities through the collaboration of school, public, and academic libraries.

A part of PVLD’s strategic plan is to “implement improvements to services, programs and collections to better serve key community segments.” Palos Verdes’ students and teachers represent a critical segment of the community. This project can boost the quality and effectiveness of the services and resources the library offers its budding scholars. Focusing on 10th grade students in particular and high school teachers in general, we can reinforce the importance of 21st Century learning skills (such as the “four C’s” of critical thinking, communication, collaboration, and creativity). These skills will help students be more successful in college, the workforce, and in their personal growth and lifelong learning goals.
ELEMENT 3: PLANNING AND EVALUATION

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)

Lifelong Learning
- Improve users' formal education
- Improve users' general knowledge and skills

Information Access
- Improve users' ability to discover information
- Improve users' ability to obtain information resources

Institutional Capacity
- Improve the library workforce
- Improve the library's physical and technology infrastructure
- Improve library's operations

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

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

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).

PVLD's "College-Prep Research Boot Camp" will provide a series of separate workshops for high school sophomores and high school instructors that will promote the use of effective research methods for accessing, evaluating, and communicating accurate and high-quality digital and print information in order to further students' academic success, career building, and personal knowledge.

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

- 4 to 5 workshops (each two hours in length) will be held for students, with another 4-5 workshops (of the same length) aimed at teachers
- 100 students and 50 teachers will be trained
- 2 sets of curricula will be developed for workshop use (both during the grant period and for future workshops beyond the grant period)
- 3 concise packets of media and information literacy learning materials will be produced for future use in upper elementary (grades 4-5), intermediate (6-8), and high school (9-12) settings
- 1 webcast video of teacher presentation (archived for later use by individual high school teachers)
- 3 sample lesson plans focusing on information literacy instruction in various subject areas (e.g., English, History, Biology) will be produced for teachers
- 1,000 flyers promoting the workshops will be created and distributed
- 20% increase (per statistical reports, by the end of the grant cycle) in the usage of PVLD's high school-focused and academic reference databases (e.g., "High School and Middle School Research"; "Academic Search Complete"; and "JSTOR")

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)
• 70% of teachers will demonstrate an increase in awareness of PVLD’s holdings (per surveys taken before and after workshop sessions)
• 50% of teachers will show an increase in their knowledge of effective research methods (per surveys)
• At least 60% of teachers will say they now feel more confident in their ability to incorporate instruction in research methods into a lesson plan (per surveys)
• 80% of students will demonstrate an increase in awareness of PVLD’s holdings (per surveys)
• 60% of students will show an increase in their knowledge of effective research methods (per surveys)
• 3-5 selected teachers will indicate that they have incorporated new information literacy elements into their existing lesson plans; and the same teachers will report a marked improvement in their students’ ability to conduct more effective research (per in-person or phone interviews with teachers toward the end of the school year)

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

The efforts begun under this project will continue to be funded by PVLD into the future. The services and materials, in support of the information and media literacy needs of the local school district’s high school teachers and students, will be provided by the staff librarians.

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).

1. **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.
   - Other

Description:
- Conducting 4-5 in-person boot camp workshops for high school students, focusing on sophomores (some sessions to be team-taught by the PVLD librarians with a university-level instructor/consultant; with other sessions to be taught solely by the PVLD librarians)
- Conducting 4-5 separate in-person workshops for high school teachers (some sessions to be team-taught by the PVLD librarians with a university-level instructor/consultant; with other sessions to be taught solely by the PVLD librarians)

2. **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.

Other

Description:
• Developing 2 digital sets of curricula for workshop use (both during the grant period and for future workshops beyond the grant period, including possible lending to other library jurisdictions)
• Assembling 3 digital packets of media and information literacy learning materials (for future use in upper elementary, intermediate, and high school settings, including possible lending to other library jurisdictions)
• Producing, in close cooperation with PVLD’s Digital Services team (offering in-kind services), a webcast video of the teacher-focused Boot Camp presentation (to be archived for later use by other PVPUSD high school teachers)
• Developing 3 digital sample lesson plans focusing on information literacy instruction in various subject areas (e.g. English, History, Biology) and lending these plans to PVPUSD high school teachers

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 including whether the format will be in-house or third-party)

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:
• Meeting regularly (in person) with a steering committee of key stakeholders essential to the project’s success in order to secure their buy-in, refine project tactics, and evaluate progress. This group will include a cross-section of high school perspectives: a teacher, a teacher librarian, a PTA parent, and an honors student, who will offer guidance on the structure and implementation of the Boot Camp sessions.
• Seeking the advice and input of an academic librarian (via email or phone) as well as a university-level instructor/consultant (in person) regarding the content and methods of boot camp instruction.
• Developing and conducting pre- and post-session assessments to evaluate the project’s success.

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

Description: N/A
ELEMENT 4: GRANT TIMELINE/ACTIVITIES

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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<tbody>
<tr>
<td>Research, develop and refine content for sample lesson plans for teachers</td>
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<td>Prepare and refine curriculum (materials and content) for teacher workshops</td>
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<td>Prepare and refine curriculum (materials and content) for student workshops</td>
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<td>Research, develop and refine media and information literacy (IL) packets</td>
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<td>Meet with instructor/consultant re: development of workshop curricula</td>
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<td>Meet with consultant re: sample lesson plans and IL packets for grades 4-12</td>
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<tr>
<td>Meet with steering committee of key stakeholders to refine/adjust project plan</td>
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<td>Develop pre- and post-session assessment tools</td>
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<td>Produce and distribute flyers and conduct other publicity to promote workshops</td>
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<td>Conduct workshops with students, including pre- and post-session assessments</td>
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<td>Conduct workshops with teachers, including pre- and post-session assessments</td>
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<tr>
<td>Work with PVLD's Digital Services team re: developing webcast of teacher workshop</td>
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<td>Distribute webcast of teacher workshop</td>
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<td>Gather statistics to measure usage of high school-focused reference databases</td>
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<td>Wrap-up meeting with steering committee of stakeholders</td>
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<td>Meet with other PVLD librarians: brief them on results &amp; plan for future workshops</td>
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**ELEMENT 5: BUDGET**

The budget should clearly identify the amounts requested and from what sources.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>LSTA</th>
<th>Cash Contribution</th>
<th>In-Kind</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Salaries/Wages/Benefits</strong></td>
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<tr>
<td>Part-time Substitute Librarians (FTE 0.3)</td>
<td>$20,000</td>
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<tr>
<td>Proj. Coordinator and Teen Services Librarian (FTE .38)</td>
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<td>$0</td>
<td>$32,800</td>
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<td>Other specialized staff (FTE .01)</td>
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<td>Volunteer (FTE .02)</td>
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<td>$41,031</td>
<td>$61,031</td>
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**Description:** Substitute librarians work 16 hours/week, filling in at reference desk, so Project Coordinator and Teen Services Librarian can carry out tasks above. Substitutes will work for approx. 39 weeks, at a rate of $32 per hour. (2 FTE each at 0.2, i.e. 0.3 FTE -annualized) $32/hour*16/wk=$512*39.062 weeks = $20,000

The School & Student Services Librarian and the Teen Services Librarian to work on project 20 hours per week for 40 weeks at a rate of $41 per hour. (2 FTE each at 0.38 FTE Annualized) $41/hour*20/wk=$820*40 weeks = $32,800

Other specialized staff: IT Administrator and Digital Services Librarian to assist with webcast production for a total of 12 hours @ $37/hr. (.01 FTE annualized) $37/hour*12/wk=$444*1 week = $444

Volunteer assists with copying and data entry. Volunteer valued at $23.56/hour per Independent Sector coalition; volunteer to work 2 hours/week for 24 weeks. (.02 FTE annualized) $23.56/hour*2/wk=$47.12*24 weeks = $1,131

Project Partners = pro bono consulting from high school teacher, teacher librarians, and college librarian. 4 partners to work total of 8 hours/wk for 26 weeks at $32/hr. (.1 FTE annualized) $32/hr*8/wk=$256*26 weeks = $6,656

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<tr>
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**Description:**

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**Description:**
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<tr>
<th>Budget Category</th>
<th>LSTA</th>
<th>Cash Contribution</th>
<th>In-Kind</th>
<th>Total (B+C+D = E)</th>
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<tr>
<td>Consultant Fees</td>
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<tr>
<td>Professional Consultant-Librarian</td>
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<td><strong>Subtotal</strong></td>
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**Description:** A professional consultant, with hands-on experience in teaching media and information literacy to college freshmen, will provide 10 days of consulting at the rate of $500 per day.

| Travel                              |      |                  |         |                  |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
| **Subtotal**                        | $0   | $0               | $0      | $0               |

**Description:**

| Supplies/Other                      |      |                  |         |                  |
| Paper, printing, and distribution of publicity materials | $2,000 | $0               | $0      | $2,000           |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
|                                     | $0   | $0               | $0      | $0               |
| **Subtotal**                        | $2,000 | $0               | $0      | $2,000           |

**Description:**
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<th>Budget Category</th>
<th>LSTA</th>
<th>Cash Contribution</th>
<th>In-Kind</th>
<th>Total (B+C+D = E)</th>
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<tr>
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<td>$0</td>
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<td><strong>Subtotal</strong></td>
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Description:

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<tr>
<th>Project Total</th>
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<th>$0</th>
<th>$41,031</th>
<th>$68,031</th>
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<tbody>
<tr>
<td>Indirect Cost Rate Applied</td>
<td>0 %</td>
<td>Indirect Cost</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Check one:
- ✗ No Indirect
- ☐ Federally negotiated indirect cost rate *
- ☐ Indirect proposed cost rate *

* please attach supporting documentation if required

Description:

| Grand Total | $27,000 | $0 | $41,031 | $68,031 |

**ELEMENT 6: ATTACHMENTS**

If you have additional resources that support your grant, please attach after this page
ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2016/17

Check the Appropriate Library Type

☑ Public Library ☐ Academic ☐ K-12 ☐ Multi-Type ☐ Special/Other

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.

Palos Verdes Library District
Library/Organization

College-Prep Research Boot Camp
Project Name

Katherine Gould
Library Director Name

Director, Palos Verdes Library District
Title

Library Director Signature
Date

file mcps/intlindrnnecapps&intrr/1617

10
**Califonia State Library**
**Library Services and Technology Act (LSTA)**
**Fiscal Year 2016/2017 Pitch-an-Idea Grant Application**

**Element 1: Basic Information** (please see application instructions for additional information)

<table>
<thead>
<tr>
<th>Applicant Information</th>
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<tbody>
<tr>
<td><strong>1.</strong> Library/Organization</td>
<td><strong>2.</strong> Library’s DUNS Number</td>
</tr>
<tr>
<td>Palos Verdes Library District</td>
<td>076188945</td>
</tr>
<tr>
<td><strong>3.</strong> Project Coordinator Name &amp; Title</td>
<td><strong>4.</strong> Email Address</td>
</tr>
<tr>
<td>Michael Barb, School &amp; Student Services Librarian</td>
<td><a href="mailto:mbarb@pvld.org">mbarb@pvld.org</a></td>
</tr>
<tr>
<td><strong>5.</strong> Business Phone Number</td>
<td><strong>6.</strong> Mailing Address</td>
</tr>
<tr>
<td>310-377-9584, ext. 216</td>
<td>PO Box or Street Address</td>
</tr>
<tr>
<td></td>
<td>City</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>701 Silver Spur Rd</td>
<td>CA</td>
</tr>
<tr>
<td></td>
<td>Zip</td>
</tr>
<tr>
<td></td>
<td>90274</td>
</tr>
</tbody>
</table>

**Project Information**

| **7.** Project Title | **8.** LSTA Funds Requested |
| College-Prep Research Boot Camp | $27,000 |
| **9.** Cash Contributions | **10.** In-Kind |
| $0 | $41,031 |
| **11.** Total Project Cost | |
| $41,031 | $68,031 |

**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

**12. Number of persons served** (Number of persons who use or will benefit directly from this project)

150

**13. 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

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

Library Director Name: Katherine Gould

Title: Director, Palos Verdes Library District

Mailing Address (if different from above)

City Zip

Library Director Signature: Katherine Gould Date: 6/21/16
ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2016/17

Check the Appropriate Library Type

☒ Public Library ☐ Academic ☐ K-12 ☐ Multi-Type ☐ Special/Other

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)*

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Palos Verdes Library District
Library/Organization

Katherine Gould
Library Director Name

Library Director Signature

College-Prep Research Boot Camp
Project Name

Director, Palos Verdes Library District
Title

6/2/16
Date
Palos Verdes Peninsula Unified School District

May 26, 2016

California State Library
Library Development Services
Sacramento, CA

To whom it may concern:

Over the past several years our school district has enjoyed a strong working relationship with the Palos Verdes public library (PVLD). That partnership has assumed a number of forms as our teachers, students, and parents have engaged in an ongoing collaboration with the PVLD librarians. Whether it be visits to classrooms, school assemblies, campus libraries, faculty meetings, or PTA groups, the public librarians have always been willing to go the extra mile to impart what they know (and share their wide-ranging collection of books and databases) with the PVPUSD "family."

Some notable examples of PVLD's services include: offering in-person and virtual homework help services; creating recommended book lists for teachers on a number of topics at various grade levels; conducting the "Ace Reporters" series of research sessions for 4th-5th graders (2012); presenting the in-service "SchoolLinks" program, which familiarized 6th-8th grade teachers with the library's online resources, including primary source materials (2013); co-hosting with PVPUSD a community night forum, "Connecting the Dots ... 21st Century Literacy in a Global Society," which focused on college and career readiness skills for students (2013); and much more.

Based on our past combined efforts, I was pleased to learn about PVLD's newest proposed venture — a research skills "boot camp" for high school sophomores and their teachers. The use of effective research methods is an important topic that, in our schools' jam-packed curricula and lesson plans, doesn't always receive the attention it deserves. I applaud the public librarians for their eagerness to address this sort of instruction head-on. Now, more than ever before, it is imperative to nurture critical thinking skills among our students to help them navigate a vast sea of digital and print information. In support of the "boot camp," I am happy to recommend its mission and goals to PVPUSD's administrators, teachers, and school librarians for their direct involvement.

I hope you will give every consideration to PVLD's grant application for this exciting new program, to which we will lend our enthusiastic support.

Sincerely yours,

Joanne Culverhouse, Ed.D.
Assistant Superintendent, Educational Services