**CALIFORNIA STATE LIBRARY**  
**LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) FISCAL YEAR 2018/2019**  
**STATEWIDE GRANT APPLICATION**

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

### Applicant Information

1. **Library/Organization**  
   California Library Association

2. **Library’s DUNS Number**  
   10-592-5739

3. **Legal Business Name (must match name registered with Federal Employer Identification Number (FEIN))**  
   California Library Association

4. **Project Coordinator Name**  
   Patricia Garone

5. **Project Coordinator Title**  
   Project Manager

6. **Email Address**  
   pgarone@cla-net.org

7. **Business Phone Number**  
   562-277-8168

8. **Mailing Address**  
   1055 E. Colorado Blvd., 5th Floor  
   Pasadena, CA 91106

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**Project Information**

9. **Project Title**  
   Summer @ Your Library: Explore, Learn, Read, Connect

10. **LSTA Funds Requested**  
    $335,000

11. **Cash Match & In-Kind**  
    $31,305

12. **Total Project Cost**  
    $366,305

13. **California’s LSTA Goals [from FY 2018-2022 Five Year Plan] (Check one goal from the first five goals of the five-year plan that best describes the project)**

   - [ ] Goal 1 [equitable access, trusted community space]
   - [ ] Goal 2 [literacy services and learning opportunities]
   - [x] Goal 3 [innovation, creativity, connections and collaboration]
   - [ ] Goal 4 [technology to deliver information and services]
   - [ ] Goal 5 [economic development and workforce innovation]
   - [ ] Goal 6 [collecting, preserving, and sharing digital access]
   - [ ] Goal 7 [skilled and diverse workforce, continuing education and leadership development opportunities]

   Please briefly list other FY 2018-2022 Five Year Plan goals to which your project relates, if applicable.

   Goal 2 and Goal 7

14. **Primary Audience(s) for project (Select all that apply.)**

   - [ ] Adults  
   - [ ] Families  
   - [ ] Immigrants/Refugees  
   - [ ] Intergenerational Groups (Excluding Families)
   - [x] Library Staff, Volunteers and/or Trustees  
   - [ ] Low Income  
   - [ ] Non/Limited English Speaking
   - [ ] People with Disabilities
   - [x] 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
ELEMENT 2: PROJECT BACKGROUND AND SUMMARY

Describe how this project was identified as a need (include supporting data and statistical information), how it relates to your library’s strategic plan or other local planning documents, what will be accomplished if this project is implemented, and how you will know whether your project is successful. Your summary should relate to activities in the timeline (Element 4).

The Summer @ Your Library: Explore, Learn, Read, Connect project provides much-needed resources and training to help library staff plan, present, and evaluate high-quality summer reading, learning, and meal programs.

The project addresses head-on the critical needs of young people during the summer. More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities (summerlearning.org). Public library summer programs help fill this gap by offering summer reading programs and creative impactful enrichment programming free of charge. Additionally, with food and housing insecurity on the rise, free and accessible summer meals fill significant gaps in the lives of California’s children and families. There are 2.3 million children experiencing food insecurity in California (California Department of Public Health.) Fewer than 1 in 5 eligible California children and teens receive free lunches during the summer (California Food Policy Advocates, 2017.) In 2017, 18% of families surveyed by California library summer meal programs reported that the library is the only place they get lunch during the summer. Lunch at the Library provides summer meals while connecting children and teens in low-income families to learning and enrichment programs, helping to ensure they return to school nourished and ready to learn.

The project helps libraries make a difference in their communities and provides a strong return on investment. In summer 2017, over 788,000 Californians signed up for library-based summer reading programs and over 1.6 million Californians attended summer reading events and activities. Notably, statewide summer program attendance has increased 62% since 2012. Additionally, libraries served over 250,000 meals and snacks to children and teens at 164 sites. Outcome data demonstrated that children and their family members taking part in summer reading felt part of a community of readers and library users; teens made connections; and adults found value and enjoyment at the library. Participants at Lunch at the Library programs felt healthy and happy and knew they could find information and resources at the library. Library staff from every jurisdiction utilized the resources of the project, either by attending training workshops or using Summer @ Your library resources.

During the 2018-2019 grant year, we will provide training, technical assistance, and evaluation tools that will help libraries use the Summer @ Your Library quality principles and indicators to improve their summer programs, help libraries use the statewide outcome tools to evaluate the impact of their programs, and increase librarians’ knowledge and implementation of best practices relating to summer reading, learning and meal programs. We will identify strategies for: embedding California’s Summer @ Your Library quality principles and indicators, outcome-based evaluation, and best practices into California’s public library summer programs; demonstrating how libraries’ adoption of the principles and indicators and outcomes is improving California’s summer reading, learning and meal programs; and assessing when the principles and best practices have become institutionalized. We will also continue to identify new and emerging best practices and assess which should become part of the Summer @ Your Library program to ensure that California’s summer programs stay relevant and impactful.

We will know if this project has been successful if increasing numbers of libraries report using the quality principles and outcomes tools to plan and assess the impact of their work, increasing numbers of libraries report that their programs are more strongly aligned with the quality principles, increasing numbers of meals are served at increasing numbers of Lunch at the Library sites. To help assess when the quality principles and outcomes have been embedded and institutionalized in the field, and when we should adjust how we support libraries in presenting their best summer programs, we will establish baseline data that tell us how many library jurisdictions use the quality principles to plan their summer programs, use the outcomes tools to evaluate the impact of their programs, and present Lunch at the Library programs. Thereafter, we aim to accomplish a five percentage point increase each year in each category until 75% of California library jurisdictions use the quality principles and indicators and outcomes tools, and 75% of eligible California library jurisdictions present Lunch at the Library programs.

The Summer @ Your Library project aligns with the California Library Association’s mission to provide leadership for the development, promotion, and improvement of library services, librarianship, and the library community.
**ELEMENT 3: PARTNERSHIPS**

Please list all formal partners for your project here. Please attach (under Element 7) a copy of your signed agreement with each partner, which outlines the role the partner will play and the resources the partner will contribute. Attach a separate sheet if necessary.

<table>
<thead>
<tr>
<th>Partner Name</th>
<th>Organization Type (see instructions for valid entries)</th>
<th>Legal Type (see instructions for valid entries)</th>
<th>Role on Project</th>
<th>Resources That Partner Will Contribute (materials/funds/staff)</th>
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Please list informal partners here - organizations that support your project but with whom you have no formal project agreement in place. Describe how their contributions will help achieve the project’s outputs and outcomes. Attach letters of support under Element 7.
Please answer each area concisely and completely. For section A-F limit responses to four pages.

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

Lifelong Learning: Improve users’ knowledge or abilities beyond basic access to information
- Improve users’ formal education
- Improve users’ general knowledge and skills

Information Access: Improve access to information
- Improve users’ ability to discover information resources
- Improve users’ ability to obtain and/or use information resources

Institutional Capacity: Add, improve or update a library function or operation to further its effectiveness
- Improve the library workforce
- Improve the library’s physical and technology infrastructure
- Improve library operations

Employment & Economic Development: Improve users’ ability to apply information that furthers the status of their jobs and/or businesses
- 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 circumstances
- 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 conversations 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 Summer @ Your Library program provides resources and training, conducts research and evaluation, and develops partnerships to support and increase the quality, awareness, and impact of California’s public library summer reading, learning, and meal programs.

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

790,000 Californians sign up for summer reading in summer 2018
1.7 million Californians participate in summer programming in summer 2018
275,000 summer meals and snacks served in summer 2018
190 public library summer meal sites in summer 2018

One training series that focuses on the following core program areas: implementing the Summer @ Your Library quality principles and indicators, embedding creativity into summer programming, developing public library summer meal programs, and evaluating program impact.

The training series will include one webinar introducing the quality principles; three all-day workshops and one half-day preconference workshop focusing on implementing the quality principles and indicators and using the outcomes tools to evaluate impact; one CLA conference concurrent session focusing on theme-based programming ideas for summer 2019; one webinar focusing on embedding creativity into summer programming; two half-day workshops focusing on embedding creativity into summer programming; one full-day workshop focusing on embedding creativity into summer programming for rural libraries, one in-person training on developing a public library summer meal program.

One series of three meetings with project advisors focusing on project development.
The meeting series will include meetings focused on the following topics: (a) strategies and tools to measure the statewide impact and progress of Summer @ Your Library (Fall 2018), (b) strategies for increasing the reach and impact of Lunch at the Library (Fall 2018), and (c) direction and impact of Summer @ Your Library (Spring 2019).

One pilot project series exploring new aspects of the Lunch at the Library program.

The pilot series will test the value and impact of (a) providing teens with volunteer and youth development opportunities at Lunch at the Library summer meal sites, and (b) establishing pop-up libraries to provide learning and enrichment programming at community-based summer meal sites. We will make available the results of the pilots, successes and lessons learned, and toolkits to enable other libraries to replicate successes.

One series of evaluation activities to assess and demonstrate the value of the project.

The evaluation activities will include (a) the Summer @ Your Library annual participation survey identifying the number of Californians who participate in summer reading programs and activities, the extent which the quality principles are present in libraries’ programs, and the number of libraries using the quality principles to inform program planning, (b) the Lunch at the Library annual participation survey identifying the number of libraries providing meals, meals served, and programming efforts at meal sites, (c) the Summer @ Your Library outcomes initiative assessing the value of California’s summer reading, learning, and enrichment programs, (d) the Lunch at the Library outcomes initiative assessing the value of California’s public library summer meal programs, and (e) site visits by project staff.

Ongoing technical assistance

Ongoing technical assistance efforts will include content creation, and presentation and consultation activities, such as providing libraries with Resource Guides to support them in theme-based programming and outreach, and programming case studies and success stories; providing libraries with programming supplies that support best practices in summer reading, learning, and meal programs; developing and maintaining relationships with agencies such as the California Department of Education, the Campaign for Grade-Level Reading, the Summer Matters Campaign, the iREAD organization, Project Outcome, and city and county agencies—to connect our work with theirs and help libraries leverage the relationships for local support and program development; meeting with library staff individually and in groups, online and in-person, to guide local program development and expansion; supporting mentoring relationships between more- and less-experienced library staff; participating in meetings and conferences and creating informational materials to raise awareness of the work carried out in libraries during the summer.

D. Outcomes. Please select one or more of the outcomes provided by the State Library (see Instructions) that relate to the primary Five Year Plan goal that you selected in Element 1

Goals 3: Connections.

We will use outcome tools from Goal 7 to evaluate the impact of our training sessions.

We will use the Summer @ Your Library and Lunch at the Library evaluation tools to assess program impact.

E. Briefly describe how this project will be financially supported in the future, should it prove successful.

The scope of the Summer @ Your Library grant, and the volume of library staff and Californians it serves, is made possible by the LSTA funds it receives. For the project to continue in its current form, it would require a renewal of its LSTA funding. That said, California Library Association has sought out program sponsors and funds to augment the Summer @ Your Library LSTA grant and will continue to do so.

F. Activities. What activities will be used to accomplish your project and achieve your outcomes? Per IMLS, Activities are actions through which the intent (Element 4A) of a project is accomplished and which account for at least 10% of the total amount of resources committed to the project. IMLS has identified 4 types of Activities and associated Modes (methods by which the Activity is carried out) Select all that apply to your project and provide descriptions for each.

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:

[Program] We will present a series of training activities which will include one webinar introducing the quality principles; three in-person all-day workshops focusing on implementing the quality principles and indicators and using the outcomes tools to evaluate impact; one half-day preconference workshop on the quality principles and indicators and using the outcomes tools to evaluate impact; one CLA conference concurrent session focusing on theme-based programming ideas for summer 2019; one webinar focusing on embedding creativity into summer programming; two half-day workshops focusing on embedding creativity into summer programming and one full day workshop on embedding creativity into library programming with a rural library focus; one full-day, in-person training on developing a public library summer meal program. In-person and virtual.

[Consultation] We will provide ongoing technical assistance to the field in the form of (a) individual and group meetings and conversations in-person, by telephone, and online, and (b) supporting mentoring relationships between more- and less-experienced library staff. In-person and virtual.

[Consultation] We will work closely with the cohort of libraries that received training at the quality principles and indicators and outcomes workshops to support how they use and apply their learning. In-person and virtual.

[Consultation] We will continue to develop and maintain relationships with agencies such as the California Department of Education, the Campaign for Grade-Level Reading, the Summer Matters Campaign, the iREAD organization, Project Outcome, and city and county agencies— to connect our work with theirs, and help libraries leverage the relationships for local support and program development. In-person and digital.

[Consultation] We will work with library staff to explore and test the value and impact of (a) providing teens with volunteer and youth development opportunities at Lunch at the Library summer meal sites, and (b) establishing pop-up libraries to provide learning and enrichment programming at community-based summer meal sites. In-person and virtual.

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:

[Creation] We will create and make available a toolkit to support libraries’ efforts at using their Lunch at the Library programs as youth development/work skills development opportunities for teens. Digital.

[Creation] We will collect and make available case studies highlighting successful and impactful summer programs and best practices. Digital.

[Creation] We will work with the Summer @ Your Library Program Committee to create content for the annual, theme-based, summer reading Resource Guide (in partnership with iREAD). Physical and digital.

[Creation] We will provide libraries with summer planning Resource Guides, in print and digital form, from the Illinois Library Association’s iREAD program. Physical and digital.

[Creation] We will maintain and update two resource-rich websites: calchallenge.org, which supports all aspects of the S@YL program, and lunchatthelibrary.org, which helps libraries establish successful summer meal sites. Digital.

[Creation] We will provide libraries with individualized reports on program impact based on their outcomes data. Digital.

[Creation] We will create infographics to illustrate the value and growth of, and need for, library summer reading, learning and meal programs. Physical and digital.

3. ☐ 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:

We will convene a series of meetings with project advisors focused on the following topics: (a) strategies and tools to measure the statewide impact and progress of Summer @ Your Library (Fall 2018), (b) strategies for increasing the reach and impact of Lunch at the Library (Fall 2018), and (c) direction and impact of Summer @ Your Library (Spring 2019). In-house. Retrospective and prospective.

We will issue and analyze data from the Summer @ Your Library annual participation survey identifying the number of Californians who participate in summer reading programs and activities, the extent which the quality principles are present in libraries’ programs, and the number of libraries using the quality principles to inform program planning. In-house. Retrospective and prospective.

We will issue and analyze data from the Lunch at the Library annual participation survey identifying the number of libraries providing meals, meals served, and programming efforts at meal sites. In-house. Retrospective and prospective.
We will implement the Summer @ Your Library outcomes initiative assessing the value of California’s summer reading, learning, and enrichment programs, and the Lunch at the Library outcomes initiative assessing the value of California’s public library summer meal programs. Activities include providing libraries with survey instruments online and as word documents, providing resources on how to plan and present outcome-based programs, collecting libraries data, providing libraries with reports of their data, and creating informational materials on the impact of summer programming in California’s libraries. In-house. Retrospective and prospective.

We will conduct site visits to maintain a deep understanding of the summer programming taking place in California’s libraries. Retrospective and prospective.

iREAD Program. Project staff will meet bi-monthly by telephone with the Summer @ Your Library Program Committee to evaluate the iREAD program and plan resource guide content and training. Project staff, S@YL Committee Chair and Incoming Chair will also meet with iREAD by phone bi-monthly to monitor program developments, and quality of program design. In-house. Retrospective and prospective.

iREAD Program. Project staff and Summer @ Your Library Program Committee members will meet in-person in California in November with colleagues from Illinois to work on the development of the iREAD Program. Two committee members will also meet in-person with iREAD colleagues in Illinois in October at the Illinois Library Association annual conference. In-house. Prospective.

All training webinars and workshops will be evaluated using IMLS outcome surveys for library staff with an additional open-ended question added about suggestions for improvement. In-house. Retrospective and prospective.

4. ☐ Procurement – May only be used for projects with an Institutional Capacity Intent (see Element 4A).
   Includes acquiring or leasing facilities; purchasing equipment/supplies, hardware/software, or other materials (not content) that support general library infrastructure. *(Provide a description)*

Description:
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<tr>
<th>Activity</th>
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<tr>
<td>Libraries implement their summer programs.</td>
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<td>Site visits</td>
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<td>Collect and analyze output and outcomes data; issue reports to libraries</td>
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<td>Webinar - introduction to the quality principles and indicators</td>
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<td>In-person workshops on the quality principles and indicators and outcomes.</td>
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<td>Develop informational materials about summer reading, learning, and meal programs.</td>
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<td>Pre-conference workshop on the quality principles and indicators and outcomes</td>
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<td>In-person Lunch at the Library training</td>
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<td>Lunch at the Library pilot projects</td>
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<td>Creativity webinar</td>
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<td>Provide libraries with outcomes tools, participation survey questions for summer 2019</td>
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<td>Tech. Assist.: work with cohort to support efforts to use Quality P&amp;I and Outcomes</td>
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<td>Developing relationships with other agencies and initiatives and connecting our work</td>
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<td>LatL Expansion. Ongoing recruitment. Outreach to state, county, city orgs &amp; officials.</td>
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The budget should clearly identify the amounts requested and from what sources.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>LSTA</th>
<th>Cash Match &amp; 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>CLA Business Manager: $55/hr; 55 hours</td>
<td>$0</td>
<td>$3,025</td>
<td>$3,025</td>
</tr>
<tr>
<td>CLA Membership &amp; Special Projects: $40 hr, 35 hours</td>
<td>$0</td>
<td>$1,400</td>
<td>$1,400</td>
</tr>
<tr>
<td>Summer @ Your Library Program Comm. Advisors project participation</td>
<td>$0</td>
<td>$18,240</td>
<td>$18,240</td>
</tr>
<tr>
<td>Library staff attendees at planning and strategic meetings</td>
<td>$0</td>
<td>$8,640</td>
<td>$8,640</td>
</tr>
<tr>
<td>Library staff attendees at planning and strategic meetings</td>
<td>$0</td>
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<td>Library staff attendees at planning and strategic meetings</td>
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<tr>
<td>Library staff attendees at planning and strategic meetings</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
<td>$31,305</td>
<td>$31,305</td>
</tr>
</tbody>
</table>

**Description:** 1. CLA Business Manager will provide guidance and assume responsibility for the project (.02 FTE). 2. CLA Membership & Special Projects Coordinator will provide support and design work. (.02 FTE) 3. Summer @ Your Library Program Committee Advisors will guide the development of S@YL, provide training, help to create the Resource Guide, and represent S@YL at the annual ILA conference and in-person iREAD meeting: 608 hours, $30/hour, (.29 FTE) 4. 36 attendees, 288 hours, $30/hour (1.4 FTE) coming together to strategize and plan for piloting innovative programming.

<table>
<thead>
<tr>
<th>Consultant Fees</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Virginia Walter</td>
<td>$14,000</td>
<td>$0</td>
<td>$14,000</td>
</tr>
<tr>
<td>Secondary Consultant tbn</td>
<td>$2,000</td>
<td>$0</td>
<td>$2,000</td>
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<tr>
<td></td>
<td>$0</td>
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<td></td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$16,000</td>
<td>$0</td>
<td>$16,000</td>
</tr>
</tbody>
</table>

**Description:** 1. Primary consultant or secondary consultant facilitate 3 Quality Principles trainings, 1 webinar, 1 Summer @ Your Library Advisors' meetings for strategic planning, 1 Lunch at the Library training, 1 Lunch at the Library Advisors' meeting planning with a focus on strategic planning for Lunch at the Library going forward. ($1000/day, $2,000/day for overnight). Production of written materials and workshop content: development of Quality Principles workshop case studies and additional written materials for workshop-use, Lunch at the Library and Summer @ Your Library websites.
### Budget Category

<table>
<thead>
<tr>
<th>Description</th>
<th>LSTA</th>
<th>Cash Match &amp; In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. S@YL Program Committee members to ILA</td>
<td>$3,500</td>
<td>$0</td>
<td>$3,500</td>
</tr>
<tr>
<td>2. Librarians and project staff quality training 1, 2, 3</td>
<td>$7,500</td>
<td>$0</td>
<td>$7,500</td>
</tr>
<tr>
<td>3. Librarians and project staff CCC training 1, 2, and 3</td>
<td>$12,500</td>
<td>$0</td>
<td>$12,500</td>
</tr>
<tr>
<td>4. Librarians and project staff S@YL advisory group meeting.</td>
<td>$1,500</td>
<td>$0</td>
<td>$1,500</td>
</tr>
<tr>
<td>5. Project staff site visits, conferences, etc. S@YL</td>
<td>$4,000</td>
<td>$0</td>
<td>$4,000</td>
</tr>
<tr>
<td>6. Project staff site visits - Lunch at the Library</td>
<td>$4,500</td>
<td>$0</td>
<td>$4,500</td>
</tr>
<tr>
<td>7. Librarians and project staff training - Lunch at the Library</td>
<td>$3,000</td>
<td>$0</td>
<td>$3,000</td>
</tr>
<tr>
<td>8. Advisors &amp; project staff advisory group LatTL meeting</td>
<td>$1,500</td>
<td>$0</td>
<td>$1,500</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>$38,000</td>
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</table>

### Supplies/Materials

<table>
<thead>
<tr>
<th>Description</th>
<th>LSTA</th>
<th>Cash Match &amp; In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supplies CLA preconference</td>
<td>$750</td>
<td>$0</td>
<td>$750</td>
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<tr>
<td>2. Supplies quality training 1, 2, and 3 &amp; CCC training 1, 2, and 3</td>
<td>$600</td>
<td>$0</td>
<td>$600</td>
</tr>
<tr>
<td>3. Supplies Advisory group meeting 1 and 2</td>
<td>$100</td>
<td>$0</td>
<td>$100</td>
</tr>
<tr>
<td>4. Room rental Rural Library and Quality training Sacramento</td>
<td>$1,000</td>
<td>$0</td>
<td>$1,000</td>
</tr>
<tr>
<td>5. Refreshments SAYL preconference</td>
<td>$3,000</td>
<td>$0</td>
<td>$3,000</td>
</tr>
<tr>
<td>6. Refreshments quality training 1, 2, 3.</td>
<td>$4,500</td>
<td>$0</td>
<td>$4,500</td>
</tr>
<tr>
<td>7. Refreshments CCC training 1 and 2</td>
<td>$1,000</td>
<td>$0</td>
<td>$1,000</td>
</tr>
<tr>
<td>8. Refreshments CCC full day rural training 3</td>
<td>$1500</td>
<td>$0</td>
<td>$1,500</td>
</tr>
<tr>
<td>9. Refreshments advisory group meeting</td>
<td>$600</td>
<td>$0</td>
<td>$600</td>
</tr>
<tr>
<td>10. Printing quality brochures for workshops/conference</td>
<td>$1,000</td>
<td>$0</td>
<td>$1,000</td>
</tr>
<tr>
<td>11. Printing CCC brochures for workshops/conference</td>
<td>$2000</td>
<td>$0</td>
<td>$2,000</td>
</tr>
<tr>
<td>12 Mailing resource guides $3750 and other mailing $500</td>
<td>$4,250</td>
<td>$0</td>
<td>$4,250</td>
</tr>
<tr>
<td>13. LaTL and Youth Devel. - materials to support programming</td>
<td>$38,700</td>
<td>$0</td>
<td>$38,700</td>
</tr>
<tr>
<td>14. LatTL training supplies, printing, refreshments</td>
<td>$3,500</td>
<td>$0</td>
<td>$3,500</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$62,500</td>
<td>$0</td>
<td>$62,500</td>
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</tbody>
</table>

### Description:

1. Two Program Committee members to travel to iREAD meeting at the Illinois Library Association Conference. $750 pp, 2 attendees. 2. Attendee travel for 3 Quality Principles workshops $2500 per workshop (avg of $65 pp, 120 attendees.) 3. Attendee travel to Center for Childhood Creativity workshops $12,500 (avg of $120 pp, 105 attendees.) One workshop will focus on rural libraries so high travel costs are associated with this workshop. 4. S@YL advisory group meeting $1500 (avg of $125 pp, 12 attendees) 5. Project staff visits to summer programming, in-person conversations with staff in the field, observation of Summer @ Your Library program 6. 2 project staff visit summer meal sites and companion programming, conduct in-person conversations with staff in the field 7. Attendee travel to Lunch at the Library training $3,000 in total (avg of $85 pp, 35 attendees) 8. Lunch at the Library advisory group meeting $1500 (avg of $125 pp, 12 attendees).

1-3. Supplies for 7 workshops/trainings. Includes printing of handouts, meeting fidgets to encourage concentration and productivity, flip charts, nametags, and presentation supplies. 4. Room rental at $500 a day for Sacramento Galleria. 5-9. Working lunch and/or morning refreshments for 10 meetings/workshops/preconference ($30pp based on 350 people) 10. Printing of Quality Principles brochures for all workshop and preconference attendees 11. Printing of Center for Childhood Creativity guide for libraries for all CCC workshops. 12. Mailing includes sending over 1,000 resource guides and other summer reading-related materials to libraries throughout California. 13. Programming supplies for 30-50 summer lunch and learning programs in libraries or as pop ups, and programming supplies for 4-5 libraries working on Youth Development project. 14. Supplies for Lunch at the Library day-long training including working lunch, printing and meeting supplies.
<table>
<thead>
<tr>
<th>Budget Category</th>
<th>LSTA</th>
<th>Cash Match &amp; In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment ($5,000 or more per unit)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Description:

<table>
<thead>
<tr>
<th>Description:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Services</th>
<th>LSTA</th>
<th>Cash Match &amp; In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Center for Childhood Creativity</td>
<td>$19,000</td>
<td>$0</td>
<td>$19,000</td>
</tr>
<tr>
<td>2. Patricia Garone LatTL 624 hrs S@YL 936 hrs at $55/hr (.75 FTE)</td>
<td>$85,800</td>
<td>$0</td>
<td>$85,800</td>
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<tr>
<td>3. Shana Sojoyner LatTL 160 hrs S@YL 440 hrs at $55/hr (.29 FTE)</td>
<td>$33,000</td>
<td>$0</td>
<td>$33,000</td>
</tr>
<tr>
<td>4. Patrice Chamberlain LatTL 294 hrs at $55/hr (.14 FTE)</td>
<td>$16,170</td>
<td>$0</td>
<td>$16,170</td>
</tr>
<tr>
<td>5. Proj. Assoc.: TBN LatTL 160 hrs S@YL 364 hrs at $40/hr (.23 FTE)</td>
<td>$20,960</td>
<td>$0</td>
<td>$20,960</td>
</tr>
<tr>
<td>6. Proj Support: TBN LatTL 220 hrs S@YL 208 hrs at $25/hr (.21FTE)</td>
<td>$10,700</td>
<td>$0</td>
<td>$10,700</td>
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<tr>
<td>7. Quality Principal presenters - 5 presenters / $500 each</td>
<td>$2,500</td>
<td>$0</td>
<td>$2,500</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$188,130</td>
<td>$0</td>
<td>$188,130</td>
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</tbody>
</table>

Description: 1. One keynote, one hour webinar, 2 interactive 1/2 day workshops, 1 full day rural lib workshop focused on process-based learning, facilitation to foster creativity in lib. programs. 2. P. Garone-S@YL Proj. Manager: summer reading and learning, and L@TL program management, planning, expansion, promotion (1560 hrs) 3. S. Sojoyner, S@YL Proj. Manager- Evaluation: S@YL project evaluation, co-manage grant finances, website projects $55/hr (600 hrs) 4. Patrice Chamberlain: technical assistance to new and existing meal sites, assistance with maintaining effective relationships with meal providers, program expansion, and foster partnerships. $55/hr (294 hrs) 5. Proj. Support Person will: take orders and create mailing lists for iREAD guides, order programming supplies for 50-60 libs, manage workshop print jobs. $25/hr (428 hrs) 6. Project Assoc travels to, coordinates logistics/registration/day-of setup of 10 trainings/workshops_mtgs. Oversees support person L@TL supply ordering. 7. QP presentation preparation.

<table>
<thead>
<tr>
<th>Project Total</th>
<th>$304,630</th>
<th>$31,305</th>
<th>$335,935</th>
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<table>
<thead>
<tr>
<th>Indirect Cost Rate Applied</th>
<th>10.0 %</th>
<th>Indirect Cost</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$30,370</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: Indirect costs contribute to overhead that enable CLA to manage the project, including clerical and financial support staff not dedicated specifically to the program, office space used by staff working on the project, rent and utilities, and equipment and services used by project staff (e.g. photocopiers, phone systems, janitorial service, IT support).

| Grand Total | $335,000 | $31,305 | $366,305 |
ELEMENT 7: ATTACHMENTS
If you have additional resources that support your grant, please attach after this page

ELEMENT 8: INTERNET CERTIFICATION
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.

LIBRARY DIRECTOR SIGNATURE

I have read and support this LSTA Grant Application.

California Library Association

Library/Organization

Library Director Name

Library Director Signature

Title

Date

GRANT MONITOR SIGNATURE

I have read and approve this LSTA Grant Application.

Grant Monitor Name

Grant Monitor Signature

Date

file:mcp/lsta/announceapps&instr/18-19
California’s public library summer meal programs provide children and teens with continued access to free, healthy food and learning opportunities essential to their development while school is out.

228,500+ meals served to children and teens by California public libraries

12% increase in number of meals served over 2016 (203,500)

18% increase in number of sites serving meals over 2016 (139)

18% of families who participate in Lunch at the Library programs report that they don’t get lunch anywhere else but the library

164 California public library meal sites

*Data is still being collected and is current as of 10/26/2017

Families who participate in Lunch at the Library know they can get help and essential resources at the library:

90% know they can find books and things to borrow at the library

75% know they can find access to computers

64% know they can find people to help them

Families who participate in Lunch at the Library programs also report that they feel good at the library:

64% feel good about themselves

72% feel happy

I enjoy the Lunch Program; it keeps me full and full of energy.

- Lunch at the Library Participant

In 2017, 5,390 people in 115 libraries completed surveys.

Library summer meal programs have helped:

- Support the physical, emotional, and developmental health of low income children in the community.
- Engage children and youth in summer reading programs and other library programming.
- Provide community service opportunities for youth.
- Provide a safe and trusted community space for children and their families to go when school is out.
- Provide families with access to technology and other community resources and services.

For more information on the Lunch at the Library program please visit lunchatthelibrary.org
Signed up for a public library summer reading program

788,000+

Attendance at statewide summer events and activities

1.65 million

Summer reading participation data was submitted by 167 of California’s 184 public library jurisdictions. Data is still being collected and is current as of 10/26/2017.

I have enjoyed this summer more because of the reading program, so thank you for doing it!

2,000,000

Increase in reported statewide program attendance from 2012 to 2017

62%

10,536 families with early learners and children completed summer reading surveys in 36 public library jurisdictions.

77%

Take part in activities at the library during the summer

Enjoy the summer reading program

Enjoy spending time at the library during the summer

Feel welcome at the library

92%

92%

90%

1,022,985

1,022,985

1,160,812

1,398,790

1,467,191

1,592,734

1,658,922

2012

2013

2014

2015

2016

2017

6,401 teens and adults completed summer reading surveys in 32 public library jurisdictions.

89%

88%

90%

CALIFORNIA Summer @ Your Library: Explore, Learn, Read, Connect is a program of the California Library Association, supported in whole or in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian.
### Summer @ Your Library Quality Principles and Indicators

#### Assessment Chart

**Rating Scale - Definition Key**

**Agree Strongly:** All library sites in our library jurisdiction accomplished this.

**Agree:** Many library sites in our library jurisdiction accomplished this.

**Neither Agree or Disagree:** Mixed results - Some of the library sites in our library jurisdiction accomplished this, some did not.

**Disagree:** Few library sites in our library jurisdiction accomplished this.

**Disagree Strongly:** No library sites in our library jurisdiction accomplished this.

**Don't Know:** No data or information available to make an assessment.

<table>
<thead>
<tr>
<th>Quality Principles</th>
<th>Indicators</th>
<th>Agree Strongly</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
<th>Don't Know</th>
<th>Indicator to Focus on?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summer @ Your Library builds strong communities</td>
<td>1a. Our summer program provided opportunities for community members to get involved in activities that benefit the community.</td>
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<tr>
<td></td>
<td>1b. Staff engaged community partners to enrich program offerings and increase the visibility, credibility, and reach of the library’s efforts.</td>
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<tr>
<td></td>
<td>1c. Staff offered elements of the summer program in locations beyond the walls of the library in order to reach as many people as possible.</td>
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<tr>
<td></td>
<td>1d. All staff contributed to the program.</td>
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</tr>
<tr>
<td>2. Summer @ Your Library provides opportunities for learning</td>
<td>2a. Our summer program included a variety of activities that engage people who have different learning styles and interests.</td>
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<td></td>
<td>2b. Activities were designed with specific learning objectives in mind.</td>
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<tr>
<td></td>
<td>2c. Our summer program offered learning opportunities that were fun, inspirational, and informational.</td>
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<tr>
<td></td>
<td>2d. Our summer program encouraged self-directed learning, discovery, and creativity.</td>
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<tr>
<td>3. Summer @ Your Library celebrates reading and literacy</td>
<td>3a. We advocated that all reading is good reading.</td>
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<td></td>
<td>3b. Our summer program enabled people to set and meet individual reading and literacy goals.</td>
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<tr>
<td></td>
<td>3c. Our summer program connected people with a rich and diverse collection of reading materials in a variety of formats.</td>
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<td></td>
<td>3d. Our summer program offered activities that extended the reading experience.</td>
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</tr>
<tr>
<td>4. Summer @ Your Library is designed to reach and engage everyone</td>
<td>4a. Our summer program included something for all ages and all demographic groups in the community.</td>
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<tr>
<td></td>
<td>4b. Our summer program was responsive to the cultures, languages, abilities, and other diversities in the community.</td>
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<tr>
<td></td>
<td>4c. Staff made a special effort to reach people who have not previously taken part in the summer program.</td>
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</tbody>
</table>
QUALITY PRINCIPLES AND INDICATORS
- Guide and Assessment Chart -

The enclosed Guide to Using the Summer @ Your Library Quality Principles and Indicators, and the companion assessment worksheet, have been designed to help librarians implement the Quality Principles and Indicators to develop and maintain quality summer programs, evaluate summer programming, and identify areas for improvement.

As 2017 is the pilot year of this Guide, project staff invites librarians to test it out during their summer planning process and to provide feedback and suggestions on how it can be improved to be the most effective. Please send comments to Shana Sojoyner, Summer @ Your Library Program Manager (Evaluation), at ssojoyner@cla-net.org.

QUALITY PRINCIPLES AND INDICATORS

California's quality principles and indicators have been developed to showcase summer programming in California's public libraries and to help library staff demonstrate and maintain the value and impact of their programs.

For additional background information about the Quality Principles and Indicators, please visit our website: http://calchallenge.org/resources/quality/

QUALITY PRINCIPLE #1
Summer @ Your Library BUILDS STRONG COMMUNITIES
a. The program offers opportunities for community members to get involved in activities that benefit the community.
b. Staff engages community partners to enrich program offerings and increase the visibility, credibility, and reach of the library's efforts.
c. Staff offers elements of the program in locations beyond the walls of the library in order to reach as many people as possible.
d. All staff contribute to the program.

QUALITY PRINCIPLE #2
Summer @ Your Library PROVIDES OPPORTUNITIES FOR LEARNING
a. The program includes a variety of activities that engage people who have different learning styles and interests.
b. Activities are designed with specific learning objectives in mind.
c. The program offers learning opportunities that are fun, inspirational, and informational.
d. The program encourages self-directed learning, discovery, and creativity.

QUALITY PRINCIPLE #3
Summer @ Your Library CELEBRATES READING AND LITERACY
a. The library advocates that all reading is good reading.
b. The library enables people to set and meet individual reading and literacy goals.
c. The library connects people with a rich and diverse collection of reading materials in a variety of formats.
d. The library offers activities that extend the reading experience.

QUALITY PRINCIPLE #4
Summer @ Your Library IS DESIGNED TO REACH AND ENGAGE EVERYONE
a. The program has something for all ages and all demographic groups in the community.
b. The program is responsive to the cultures, languages, abilities, and other diversities in the community.
c. The staff makes a special effort to reach people who have not previously taken part in the summer program.
A Guide to Using the Summer @ Your Library Quality Principles and Indicators to Develop Your Summer Program

The Summer @ Your Library quality principles and indicators, and the companion assessment worksheet, have been created by librarians for librarians as tools to help you:

- reflect on and communicate with colleagues about your summer programming;
- identify areas for improvement;
- develop and demonstrate strategies for developing and maintaining quality programs;
- evaluate your summer programming; and
- communicate to stakeholders about the impact of and goals for your program.

This guide provides suggestions for making the most of these tools to develop and improve your summer programming year after year.

**USING THE SUMMER @ YOUR LIBRARY ASSESSMENT WORKSHEET**

The assessment worksheet can be used to identify areas where your program is strong and areas that might benefit from improvement. It is important to remember that the principles are aspirational and intended to be used as a guide for planning, building capacity, evaluating, and communicating about your program. Only the most ideally-resourced libraries may be able to rate themselves highly in every indicator on the assessment worksheet.

- Encourage staff to fill out the worksheet and encourage them to be honest in their assessments.
- Ensure that all staff members have the opportunity to fill out the assessment worksheet to ensure maximum buy in and feedback.
- Provide time and space for staff to discuss their responses to the worksheet to foster conversation and reflection around summer program planning and implementation. Be sure to talk about both what went well and what was not successful (and why) to improve the program for next year.
- Record the collated responses to the worksheet each year to identify areas of improvement and change.
- Use the collated responses to the worksheet and the conversations to begin planning your next summer program.
- Make time to acknowledge and celebrate your successes!

**IDENTIFYING INDICATORS AND PRINCIPLES TO FOCUS ON**

Don't be too ambitious when using the principles and indicators to improve your program. Select a manageable number of indicators and principles to focus on. You can always work on others in future years.

- Use the responses to the worksheet and the results of reflective conversations with staff when deciding which principles and indicators to focus on.
- Incorporate feedback from conversations staff has had with community members about what matters to them in summer programs. Draw these comments out from staff at all levels when deciding what to change about summer programming.
- Think about what areas of improvement might be most urgent, what your community's priorities are, or where you have the resources to make change.
- Decide as a team which areas to focus on for next summer so that everyone is connected to and invested in the actions you will take.
- Once you've identified indicators and principles to focus on, discuss and decide on strategies for strengthening your program in those areas and create an action plan.
FORMULATING YOUR ACTION PLAN

Ask (and answer!) the following questions as you create your plan:

- What new programming and activities might you offer to help you strengthen your program in the targeted area(s)? What might you have to stop doing to allow staff to implement new activities?
- What research and best practices are available to help support and guide your program development?
- What support do you need (internally and outside the library) to make changes to your program? How will you be able to obtain that support?
- Are there organizations or people in the community who can help you develop your program in the targeted areas?
- How will you evaluate the success of your new activities?

IMPLEMENTING YOUR ACTION PLAN

Create a realistic and achievable action plan for implementing your strategy to ensure you are successful.

- Develop a plan and timeline and decide who will be responsible for implementing your strategy.
- Identify where staff might need training to implement programs that achieve the quality indicators and develop and implement a plan for providing that training.
- Plan to meet regularly with key stakeholders to stay on track and provide opportunities to share successes and troubleshoot any challenges you are facing.

EVALUATION

Use the quality principles and indicators framework to review and reflect on your program once again.

- At the end of the summer, complete the principles and indicators worksheet again and compare responses with those that staff gave the previous year to see where progress has been made.
- Take time for reflection. Talk about what worked and what didn’t. Review your summer planning as well as the program itself.
- Collect community feedback in formal and informal ways and compare it to staff reflections. Reflect on the unique needs and priorities of the community as you evaluate progress made on existing goals and new goals for coming years.
- Decide whether you have achieved as much as you can or are able to with on your targeted indicators and determine whether to continue focusing on the same indicators for the coming year or focus on new areas.
- If you are using the Summer @ Your Library outcome statements as part of your summer program evaluation, combine your outcomes data with language and data from the principles and indicators framework to create a compelling and comprehensive picture of your summer program.

COMMUNICATION

The principles and indicators can provide you with content and language for conversations with staff, community members, funders, and other stakeholders about your program, its impact, and its direction.

- Use the language in the principles and indicators to frame your reflective conversations with staff.
- Take time to share success stories and lessons learned with staff not involved in summer programming and share and celebrate accomplishments with staff and stakeholders.
- Engage key stakeholders in ongoing conversations throughout the year about program quality to raise awareness of your programs, share strategies and resources, and strengthen partnerships.
- Use the principles to let stakeholders know not only the impact of what you’re doing but also your goals for the program and the increased impact it can have with their support.
Summer @ Your Library Quality Principles and Indicators - Assessment Chart

A copy of the assessment chart is included below for reference. To download a PDF version of the chart, please visit http://calchallenge.org/evaluation/output-data/.

### Summer @ Your Library Quality Principles and Indicators Assessment Chart

**Rating Scale - Definition Key**

- **Agree Strongly**: All library sites in our library jurisdiction accomplished this.
- **Agree**: Many library sites in our library jurisdiction accomplished this.
- **Neither Agree or Disagree**: Mixed results - Some of the library sites in our library jurisdiction accomplished this, some did not.
- **Disagree**: Few library sites in our library jurisdiction accomplished this.
- **Disagree Strongly**: No library sites in our library jurisdiction accomplished this.
- **Don't Know**: No data or information available to make an assessment.

<table>
<thead>
<tr>
<th>Quality Principles</th>
<th>Indicators</th>
<th>Agree Strongly</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
<th>Don't Know</th>
<th>Indicator to Focus on?</th>
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<tbody>
<tr>
<td>1. Summer @ Your Library builds strong communities</td>
<td>1a. Our summer program provided opportunities for community members to get involved in activities that benefit the community.</td>
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<td></td>
<td>1b. Staff engaged community partners to enrich program offerings and increase the visibility, credibility, and reach of the library’s efforts.</td>
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<td>1c. Staff offered elements of the summer program in locations beyond the walls of the library in order to reach as many people as possible.</td>
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<td></td>
<td>1d. All staff contributed to the program.</td>
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<td>2. Summer @ Your Library provides opportunities for learning</td>
<td>2a. Our summer program included a variety of activities that engage people who have different learning styles and interests.</td>
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<td>2b. Activities were designed with specific learning objectives in mind.</td>
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<td>2c. Our summer program offered learning opportunities that were fun, inspirational, and informational.</td>
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<td>2d. Our summer program encouraged self-directed learning, discovery, and creativity.</td>
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<td>3. Summer @ Your Library celebrates reading and literacy</td>
<td>3a. We advocated that all reading is good reading.</td>
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<td>3b. Our summer program enabled people to set and meet individual reading and literacy goals.</td>
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<td>3c. Our summer program connected people with a rich and diverse collection of reading materials in a variety of formats.</td>
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<td>3d. Our summer program offered activities that extended the reading experience.</td>
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<td>4. Summer @ Your Library is designed to reach and engage everyone</td>
<td>4a. Our summer program included something for all ages and all demographic groups in the community.</td>
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<td>4b. Our summer program was responsive to the cultures, languages, abilities, and other diversities in the community.</td>
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**Contact Us:** Info@cla-net.org; http://calchallenge.org

**Acknowledgements**

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