CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) FISCAL YEAR 2018/2019
PITCH-AN-IDEA LOCAL GRANT APPLICATION

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

Applicant Information

1. Library/Organization
   Yolo County Library

2. Library’s DUNS Number
   073770646

3. Legal Business Name (must match name registered with Federal Employer Identification Number (FEIN))
   Yolo County Library

4. Project Coordinator Name
   Elizabeth Gray

5. Project Coordinator Title
   Central Services Manager

6. Email Address
   elizabeth.gray@yolocounty.org

7. Business Phone Number
   530-666-8084

8. Mailing Address
   226 Buckeye St.
   City
   Woodland
   State
   CA
   Zip
   95776

Project Information

9. Project Title
   Beginning Life Skills ESL Class for Caregivers in Rural Communities

10. LSTA Funds Requested
    $20,000

11. Cash Match & In-Kind
    $15,011

12. Total Project Cost
    $35,011

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 2 [literacy services and learning opportunities]
   ☐ Goal 1 [equitable access, trusted community space]
   ☐ Goal 4 [technology to deliver information and services]
   ☐ Goal 3 [innovation, creativity, connections and collaboration]
   ☐ Goal 5 [economic development and workforce innovation]

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

14. Primary Audience(s) 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
   ☐ 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
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).

Esparto is an unincorporated town whose residents work low-wage agricultural jobs (18%) and accommodation/food service jobs (25%) at the Cache Creek Casino located ten miles out of town. According to the U.S. Census data twenty-six percent (26%) of adults in Esparto do not have a high school diploma. Twenty-five percent (25%) of the students in the Esparto Unified School District are English Language Learners. The rural area in Esparto had the least number of parents reading to their children on a regular basis – a standard family literacy measure (2010-2011 Report to the Community, First 5 Yolo). Esparto Unified School District does not have an adult education component and no other entity in the region offers ESL or adult basic education. The closest ESL classes are 15 miles away in Woodland, CA.

The community has recognized the need for adult education in the Capay Valley Action Plan (http://www.capayvalleyvision.net/DraftCapayValleyActionPlan052317.pdf) where it calls for “English language instruction for parents of pre-K through 8th grade students” (p.25). The Yolo County Library held a community conversation with Esparto area residents in the fall of 2017 where the community also recognized the need for programs and services for people who are primarily Spanish speakers. The Friends of the Esparto Regional Library recently surveyed the community and found that English as a Second Language is the most requested library program.

To further determine the needs of this population, the Yolo Reads Adult & Family Literacy Program Coordinator met with some of the Spanish speaking population and asked people to rate the following basic skill resources that might be the focus of a beginning ESL program for Adult Learners:

- Basic reading/writing/speaking
- Citizenship
- Early literacy
- Communicating with child’s teacher
- Communicating at work
- Communicating with your doctor

The results of this informal assessment process informed the development of the basic ESL program that is described in this grant. The majority of the people surveyed were interested in basic reading, writing, speaking and communicating with their child’s teacher.

This program is directly related to the Yolo County Library strategic plan, Strategic Direction #1: Learning & Personal Development - Increase Literacy.

This grant project’s accomplishments will include an increase in the number of primarily Spanish-speaking adult caregivers who are aware of resources and pathways to learning English, as well as self-reported increase in their confidence to pursue one of these pathways. The community will have access to basic life skills ESL classes and Yolo Reads tutors at their local branch library rather than having to travel over 15 miles to the nearest Adult School. Another accomplishment of this project will be to increase the partnership between community organizations in Yolo County. This grant will build services collaboratively with the only social services non-profit in the area, RISE, and with the Woodland Community College. Another key accomplishment will be increasing the number of times caregivers communicate with their child’s teacher, as well as self-reported increase in their confidence to do so. Along with these accomplishments, we look forward to providing other welcoming activities to the adult students and their families including food, child care, and informal conversation practice at the library.

The measures of success for this grant project include: providing a basic life skills ESL course at the Esparto Library, engaging 20 adult students and their children, engaging community partners, pairing 5 adult students with Yolo Reads tutors, and demonstrate the following: increased confidence in speaking English with their child’s teacher, employer, doctor, or other information provider; increased understanding of educational opportunities.
**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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Woodland Community College - Community College - School District. Provide curriculum for the ESL class and provide information for students to continue ESL classes at a higher level at Woodland Community College.

R.I.S.E, Inc - Human Service Organization - Non-Profit. Partner in providing outreach to targeting community and providing child care to support ESL adult students. Provide referrals for child care staff, provide avenues to reach Spanish speaking adults.

Woodland Adult School - Adult Education - School District. Partner in providing access to additional ESL classes, resources, and educational pathways. Provide Spanish-speaking staff who will be available discuss with individual participants their possibilities for continuing to learn.
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
  - [X] 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 Yolo County Library’s "Beginning Life Skills ESL Class for Caregivers in Rural Communities" will provide a series of classes for Spanish-speaking adult caregivers with young children in rural Yolo County to increase this under-served population’s access to education pathways and ability to communicate with information providers.

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

* ESL class (2 hour class) held once a week over 10 weeks with up to 20 adult student participants
* Development of 10 ESL Life Skills lesson plans by the instructor which can be used for future courses
* Child care with Early Literacy concepts held for each class with 10 children of adult students participating
* One Family Literacy celebration will be provided for participants and their families
* Outreach to 4 different groups of Spanish-speaking caregivers
* 100 promotional flyers will be created and distributed
* 20 literacy ipads will be made available for use in the library (NOT LSTA FUNDED)
* 5 literacy ipads will be made available for students matched with a one-on-one tutor through the Yolo Reads Adult & Family literacy program (NOT LSTA FUNDED)
* 20 ESL curriculum supplementary books will be made available for use in the library

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
Goal 2: California libraries deliver essential literacy services and provide learning opportunities for their communities.
Outcome 2a: Californians discover and participate in essential literacy opportunities at their libraries.
Outcome 2b: Californians discover and participate in learning opportunities at the library.

At the conclusion of the ESL course:
* Students will increase their knowledge of basic English speaking and reading specific to life skills activities.
* Students will be more confident in using their English skills to communicate with their child's school and teacher.
* Through one-on-one assistance, each student will learn about ongoing educational opportunities in Yolo County.
* Each student will be confident about their understanding of how they can access educational pathways.
* Students and their families will increase their use of additional library resources and services to enhance their learning.
* The community impact of this project will be that the schools have increased parent engagement.
* Students will have a better understanding how to share early literacy concepts and practice phonics with their child(ren).

E. Briefly describe how this project will be financially supported in the future, should it prove successful.
Through our partnerships with community organizations, and through additional grants, we hope to continue to offer Beginning Life Skills ESL programs at Esparto and possible other locations of high need in both rural and suburban areas of Yolo County. Programs will be offered one at a time due to limited resources and limited instructors. The interest and support from the community and local educational institutions has been strong and we intend to work together with community partners to continue this education pathway for underserved adults in Yolo County.

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: Yolo County Library will develop and offer a Beginning Life Skills ESL program for adult caregivers of young children. There will be ten (10) classes serving up to 20 adults and their children. The classes will be two hours each, will be culturally appropriate, and designed to meet each adult learners’ life skills literacy needs. Participants will develop basic English skills and access a continuing education pathway to Woodland Community College ESL courses, Woodland Adult Education ESL, and/or through Yolo Reads one-on-one tutoring. We will pilot the program in Esparto at the Esparto Regional Library.

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: The library will provide resources and collections to the students in the Beginning Life Skills ESL class including: curriculum, workbooks, binders, reading materials to enhance curriculum and individualize instruction, books to build home libraries, Early Literacy children's toys to engage children and caregiver in learning together, and additional learning materials.

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:

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:
<table>
<thead>
<tr>
<th>Activity</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit ESL instructor and childcare provider</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outreach to target populations</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order curriculum and other class materials</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Lifeskills ESL for Caregivers in Rural Communities: 10 week series of classes</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching participants with additional resources such as Yolo Reads tutors</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching participants with additional literacy workbooks, books, online resources</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child care with Early Literacy (Every Child Ready to Read) national model</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation celebration for students and their families and friends</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with participants and community partners to explore ongoing education pathways</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families and Community partners participate in ECRR workshop</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries/Wages/Benefits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL instructor $55/hr for 50 hours</td>
<td>$2,750</td>
<td>$0</td>
<td>$2,750</td>
</tr>
<tr>
<td>Project staff including project coordinator and business manager</td>
<td>$0</td>
<td>$7,071</td>
<td>$7,071</td>
</tr>
<tr>
<td>Two Child care staff $20/hr for a total of 50 hours</td>
<td>$2,000</td>
<td>$0</td>
<td>$2,000</td>
</tr>
<tr>
<td>Program aide, bilingual, individualized instruction $20/hr for 50 hr</td>
<td>$1,000</td>
<td>$0</td>
<td>$1,000</td>
</tr>
<tr>
<td>Volunteer tutors (1 tutor, 10 hours)</td>
<td>$0</td>
<td>$270</td>
<td>$270</td>
</tr>
<tr>
<td>Fees for school representative to visit the class and events</td>
<td>$200</td>
<td>$0</td>
<td>$200</td>
</tr>
<tr>
<td></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><strong>Subtotal</strong></td>
<td>$5,950</td>
<td>$7,341</td>
<td>$13,291</td>
</tr>
</tbody>
</table>

**Description:** See Attachment D for Project staff detail

<table>
<thead>
<tr>
<th>Consultant Fees</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Literacy/School Readiness training in Spanish and English</td>
<td>$2,500</td>
<td>$0</td>
<td>$2,500</td>
</tr>
<tr>
<td></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></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></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><strong>Subtotal</strong></td>
<td>$2,500</td>
<td>$0</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

**Description:** Consultant: Judy Woodworth from Artfelt.net will provide 2 presenters. Cost: $200 for literacy workshop, $1,500 for materials, $800 travel/hotel

See Attachment E for consultant description
<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>Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel for project coordinator before, during and follow-up to prgrm</td>
<td>$490</td>
<td>$0</td>
<td>$490</td>
</tr>
<tr>
<td>Travel for ESL instructor (weekly from Sacramento to Esparto)</td>
<td>$395</td>
<td>$0</td>
<td>$395</td>
</tr>
<tr>
<td>Travel for 2 child-care providers (weekly from Woodland to Esparto)</td>
<td>$330</td>
<td>$0</td>
<td>$330</td>
</tr>
<tr>
<td>Travel for Program Aide (weekly from Sacramento to Esparto)</td>
<td>$395</td>
<td>$0</td>
<td>$395</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$1,610</td>
<td>$0</td>
<td>$1,610</td>
</tr>
</tbody>
</table>

**Description:** Project coordinator - 30 round trip from Woodland to Esparto (30 miles) at .545/mile
ESL instructor - 10 round trip from Sacramento to Esparto (72.5 miles) at .545/mile
Child-care providers - 10 round trip from Woodland to Esparto (30 miles) at .545/mile x 2
Program Aide - 10 round from Sacramento to Esparto (72.5 miles) at .545/mile

<table>
<thead>
<tr>
<th>Supplies/Materials</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading materials enhance the curriculum</td>
<td>$1,000</td>
<td>$3,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Books to build home libraries (5 books per participant at $10/book)</td>
<td>$1,000</td>
<td>$0</td>
<td>$1,000</td>
</tr>
<tr>
<td>Curriculum</td>
<td>$1,600</td>
<td>$0</td>
<td>$1,600</td>
</tr>
<tr>
<td>Literacy Assessment and forms</td>
<td>$0</td>
<td>$580</td>
<td>$580</td>
</tr>
<tr>
<td>Two Generation Literacy supplies $22 each participant each class</td>
<td>$4,400</td>
<td>$0</td>
<td>$4,400</td>
</tr>
<tr>
<td>Flyers and Publicity including FB/social media</td>
<td>$100</td>
<td>$0</td>
<td>$100</td>
</tr>
<tr>
<td>Letters to farms, local businesses, Cache Creek casino</td>
<td>$50</td>
<td>$0</td>
<td>$50</td>
</tr>
<tr>
<td>Supplies for literacy-rich learning environment</td>
<td>$450</td>
<td>$50</td>
<td>$500</td>
</tr>
<tr>
<td>Supplies for class participants for basic classroom needs</td>
<td>$200</td>
<td>$50</td>
<td>$250</td>
</tr>
<tr>
<td>Online language learning</td>
<td>$0</td>
<td>$3,990</td>
<td>$3,990</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>$1,140</td>
<td>$0</td>
<td>$1,140</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$9,940</td>
<td>$7,670</td>
<td>$17,610</td>
</tr>
</tbody>
</table>

**Description:** Reading materials such as the Basic English conversation books from McGraw Hill Education publishers ($15 each), English Learning Essentials ($7) and English the American Way ($20) from www.rea.com.

Curriculum is estimated to be about $80 per person.

Supplies for literacy-rich learning environment includes wall charts with common phrases, present tense verb charts, alphabet charts, ($7 - 12), Every Child Ready to Read poster in Spanish ($10), inspirational posters ($5), dry erase boards for each student ($34) and a bulletin board or whiteboard ($77). For both the adult class and the child care.

Supplies for basic classroom needs include: pocket folders 25 pack ($13), plastic poly envelopes for homework 24 pack ($14), spiral notebook pack of 6 ($20 x 4 = $80), ballpoint pens 8 count ($4 x 3 = $12), pencils box of 12 ($3 x 2 = $6)

Learning Activities will include Language games such as Phrase It ($25), Fun Under Your Thumball ($26), and Discussion Starters for Lower-level ESL students ($24), and phonics flashcards ($3).
<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></td>
<td></td>
<td></td>
</tr>
<tr>
<td></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></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></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Description:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></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></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></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></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></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Description:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Total</td>
<td>$20,000</td>
<td>$15,011</td>
<td>$35,011</td>
</tr>
<tr>
<td>Indirect Cost Rate Applied</td>
<td>0.0 %</td>
<td>Indirect Cost</td>
<td>$0</td>
</tr>
<tr>
<td>Check one:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☒ No Indirect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Federally negotiated indirect cost rate *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Indirect proposed cost rate *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* please attach supporting documentation if required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>$20,000</td>
<td>$15,011</td>
<td>$35,011</td>
</tr>
</tbody>
</table>
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.

Yolo County Library
Library/Organization
Mark Fink
Library Director Name

Library Director Signature

Date ______________________

GRANT MONITOR SIGNATURE

I have read and approve this LSTA Grant Application.

Grant Monitor Name

Grant Monitor Signature

Date ______________________
April 26, 2018

To Whom It May Concern:

I am writing this letter of support to express my support as the executive director of RISE, Inc. to collaborate with Yolo County Library’s “Beginning Life Skills ESL Class for Caregivers in Rural Communities.”

It is clear that there is a need to provide classes and educational opportunities to underserved adults in the Esparto area. Through the resources available to RISE, we can assist the grant project by providing licensed childcare for the children of the class participants. Bilingual childcare providers from our Sunrise childcare center will be able to provide childcare. This is valued at the cost of childcare plus the value of a childcare license and liability coverage. The total value of this partnership is approximately $700.

I can see that Yolo County Library, through this grant project and the Yolo Reads Adult & Family Literacy program, is fully invested in our rural communities. I am excited about collaborating together to develop a network of support and educational opportunities to English language learners in the Esparto region.

Sincerely,

Tico Zendejas, M. Ed
Executive Director
RISE, Incorporated

“A non-profit public benefit corporation serving the rural community to enhance the quality of life and opportunity for self-sufficiency...”
Jessica Aggrey  
Woodland Community College  
2300 E. Gibson Rd.  
Woodland, CA 95776  

April 27, 2018  

California State Library  

To Whom It May Concern:  

My name is Jessica Aggrey. I am the ESL Resource Faculty at Woodland Community College. I am writing this letter to express my intent as ESL coordinator to collaborate with Nancy Pacheco from Yolo Reads on a project to provide ESL classes and support in Esparto.  

Nancy and I recently met to discuss the needs in Esparto. We both feel that there is a need to provide classes and educational opportunities in the area. Although we are still working out the details of our plan, it is our intent to collaborate our efforts in order to provide aligned services that work together to support the needs of the community.  

Nancy has struck me as an energetic and deeply caring individual. I can see that she is fully invested in this project, and I’m excited about collaborating together to develop a network of support and educational opportunities to language learners in the city of Esparto.  

Sincerely,  

Jessica Aggrey  
ESL Resource Faculty  
Woodland Community College
April 26, 2018

To Whom It May Concern:

I am writing this letter of support to express my intent as Woodland Adult Education Principal to collaborate with Nancy Pacheco from Yolo Reads on a project to provide ESL classes and support in the Esparto region at the Esparto Regional Library, a branch of the Yolo County Library system.

Nancy and I recently met to discuss ESL classes available in Yolo County. It is clear that there is a need to provide classes and educational opportunities to under-served adults in the Esparto area. Through the resources available to Woodland Adult Education, we can assist grant participants in accessing the education pathways and resources of Woodland Adult Education. We can also assist with recommendations for curriculum and other materials and activities. We have a bi-lingual in Spanish and English staff person (Adult Education Workforce Specialist) who can guide participants in how to access educational resources to meet their individual goals. The staff person would spend approximately 20 hours (1 hour per participant) for a total value of approximately $ 805.00.

I can see that Yolo County Library, through their Yolo Reads program, is fully invested in this project, and I am excited about collaborating together to develop a network of support and educational opportunities to language learners in the Esparto region.

Sincerely

Susan Moylan
Principal
Woodland Adult Education
Attachment B: List of contacts made and other projects visited

Artfelt Puppets, Judy Wood.  [http://www.artfelt.net/warehouse/front.htm](http://www.artfelt.net/warehouse/front.htm): This group provides “make and take” workshops in Spanish and English where participants make a puppet and learn a rhyme. They have done this for the LA County Library System. For a longer workshop they would provide additional Spanish finger plays, rhymes, books and songs with felt-board puppets, pieces and props. All attendees would receive copies of a multi-page color handout.

Christy Estrovitz, Youth Services Manager, San Francisco Public Library. We have contacted Christy about the possibility of her Early Learning Coordinator providing a workshop for our participants. We will also have Christy as a contact for additional resources in Early Learning, parent participation, and the Every Child Read to Read program.

Christy Hamm, Youth Services Manager, Sacramento public Library. Christy will be a resource for us as we plan for additional resources in Early Learning, parent participation, and the Every Child Read to Read program.

Karen Shepard, Woodland Public Library Trustee and retired ESL instructor. Karen has shared with us her experience providing ESL classes in the Esparto region. We have learned from her model program (in 2009) and looked at the progress indicators from her program to inform our ESL class.
Q1 Circle free library programs that would interest you:

- Computer Skills
- Arts & Crafts
- Children's
- Science
- History
- English Conversation
- English as a Second Language
- Meditation
- Welding
- Woodshop/General Shop
- Homework Tutors
- Video-Conferencing
- Other (please specify)
Examples include seven days-a-week access, increased learning programs and group activities, small-group tutoring for elementary school-age children, English language instruction for parents of Pre-K through 8th grade students, improved technology, a media center, language labs and a safe quiet place for students to study.

Developing a vision and blueprint for establishing a facility that will provide additional space and services along with planning for a major five-year capital campaign to acquire the resources to achieve this goal is necessary. The research for federal, state, and local funding agencies, including foundations, non-profits, corporations and private donors, to help with the development for the proposed facility is essential to carry this vision forwards. Developing a strong partnership between EUSD and the Friends of the Esparto Regional Library as well as partnerships between EUSD and the local community, Yolo County Library (system-wide) and the Yolo County Board of Supervisors can help gain community support.

**Statistical History:**

**Key Area 1**
Long-term academic success for each child depends on high quality pre-kindergarten readiness. Research strongly supports the importance of providing a rich environment for early childhood development. Language acquisition, age-appropriate social skills and physical acuity are just a few examples of early childhood development goals. It has been found that children who start kindergarten with preschool experience significantly out-perform children with no preschool experience. This gap only widens as a child progresses through School and it is very difficult for the non-preschool child to "catch up".

**Key Area 2**
Effective afterschool programs bring a wide range of benefits to youth, families and communities. Afterschool programs can boost academic performance, reduce risky behaviors, promote physical health, and provide a safe, structured environment for the children of working parents. High quality after school programs should be different from the school day and program staff should be good listeners as well as good teachers. High Quality After School Programs will:
(a) Create a sense of belonging (b) Improve social skills (c) Provide academic support to needy students (d) Make learning more fun (e) Provide safety and supervision, and (f) Build student’s self-confidence.

**Key Area 3**

**Key Area 4**
Capay Valley households currently have an estimated median income of $43,000 and approximately 40% of households in the area do not have high-speed home broadband access. Most households report having one or more mobile phones, but these devices are not suitable for academic work. A recent survey completed by Pew Research shows that nearly 33% of American households do not subscribe to Internet access faster than dial-up service in their home. This is certainly true of families in the Capay Valley who rely heavily on the technology made available by the Esparto Unified School District and the Esparto Regional Library. The remoteness of many student’s homes in Capay, Brooks, Guinda, and Rumsey also make high-speed Internet access a challenge.
Attachment D: Staff position descriptions

Meredith Beales, Business Services Manager, Yolo County Library. Accounting, budget monitoring, financial reporting

26 weeks (July – December) 1 hour/week @ $73.274 = $1,905.13

Mark Fink, County Librarian and Chief Archivist, Yolo County Library. Mark will provide administrative support for the project.

26 weeks (July – December) 0.5 hour/week @ $109.85 = $1,428.1

Elizabeth Gray, Central Services Manager, Yolo County Library. Contracts/MOUs, supervision, project oversight/monitoring, outcome reporting

26 weeks (July – December) 2 hour/week @ $71.89 = $3,738.30

Total in-Kind Match $7,071.53
Attachment E

Consultant information

Artfelt Puppets

Puppets, along with the stories and rhymes that go with the puppet, are an important part of an integrated, family centered approach to early literacy. This approach aligns with the State Library ELF initiative in that it encourages playing, discovering, and imagining.

The grant includes childcare for the children of the participants. The childcare will include literacy games and activities for the children. We will integrate the literacy activities with Artfelt puppets, crafts, songs, stories and rhymes. This will encourage a two generational approach to learning English and literacy that will engage parents and children.

Judy Woodworth has a team of people including a bi-lingual, bi-cultural presenter, who have provided “Parent Puppet Training” workshops in all the Los Angeles County Public Libraries. The puppets, combined with books, rhymes, songs and stories in conjunction with felt boards, pocket charts, bulletin boards, pointers and other props create a dynamic set of exciting educational tools to enhance the learning experience.

Judy and her team will provide a Family Literacy workshop for participants with many Spanish and English finger plays, rhymes, books and songs with felt-board puppets, pieces and props. Every participant will make a two sided finger puppet and learn the rhyme and fingerplay. The workshop will include Early Literacy concepts in Spanish. Each participant will walk away with their own hand-made puppet and will have participated and learned many rhymes to share with their children in English and Spanish.

Judy’s bilingual presenter, Eunice, will participate in a Q&A panel with school representatives to discuss how to connect with your child’s teacher and other information providers at the school.

Cost: $200 for literacy workshop, $1,500 for materials, $800 travel/hotel