

CALIFORNIA STATE LIBRARY
FY 2014/15
LSTA STATEWIDE GRANT APPLICATION

ELEMENT 1: BASIC INFORMATION

Applicant Information

- | | |
|--|---|
| <p>1. Library/Organization Califa Group</p> <p>3. Internet Web Site Address www.califa.org</p> <p>4. Project Coordinator Name & Title Wayne Walker, Califa Operations Manager</p> <p>6. Business Phone Number 650-356-2125</p> <p>8. Mailing Address PO Box or Street Address City State Zip 32 West 25th Avenue, Suite 201 San Mateo CA 94403-2265</p> | <p>2. Library's DUNS Number 135909930</p> <p>5. Email Address wwalker@califa.org</p> <p>7. Fax Number 650-349-5089</p> |
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Project Information

9. **Project Title** Early Learning with Families Statewide Initiative (ELF2.0): Year 2
10. **LSTA Funds Requested** \$385,999
11. **Cash Match** \$0
12. **In-Kind** \$71,000
13. **Total Project Cost** \$456,999
14. **Federal Library Services & Technology Act (LSTA) Purpose** (*Check one purpose which best describes the project*)
- Developing library technology, connectivity and services
- Providing targeted services to diverse populations or persons who have difficulty accessing services
- Providing services to promote life-long learning
- Developing public and private partnerships
15. **California's LSTA Goals** (*Check all that describe the project*)
- | | |
|---|---|
| <input checked="" type="checkbox"/> Literate California | <input type="checkbox"/> Bridging the Digital Divide |
| <input checked="" type="checkbox"/> 21 st Century Skills | <input type="checkbox"/> Information Connections |
| <input type="checkbox"/> 22 nd Century Tools | <input checked="" type="checkbox"/> Community Connections |
| <input type="checkbox"/> Content Creation/Preservation | <input type="checkbox"/> Ensuring Library Access for All |
16. **Number of persons served** (**Approx. # of children 0-5 served by CA public libraries as of 2011*) 1,407,244*
17. **Congressional District(s) number** Statewide
18. **Primary Audience for project** (*Check at least one, maximum of three*)
- | | |
|--|--|
| <input checked="" type="checkbox"/> Adults | <input type="checkbox"/> Public library trustees |
| <input type="checkbox"/> Children | <input type="checkbox"/> Rural Populations |
| <input type="checkbox"/> Institutionalized persons | <input type="checkbox"/> Senior Citizens |
| <input checked="" type="checkbox"/> Library Staff & Volunteers | <input type="checkbox"/> Statewide public |
| <input type="checkbox"/> Non/limited English speaking persons | <input type="checkbox"/> Urban populations |
| <input type="checkbox"/> People with special needs | <input type="checkbox"/> Young adults and teens |
| <input checked="" type="checkbox"/> Pre-school children | |
19. *This signature certifies that I have read and support this LSTA Grant Application.*
- Director Name:** Linda Crowe
- Mailing Address** (if different from above) _____ **City** _____ **Zip** _____
- Director Signature:** _____ **Date:** _____

ELEMENT 2: PROJECT BACKGROUND AND SUMMARY

Describe how this project was identified as a need, how it relates to your strategic plan, and what will be accomplished if this project is implemented. Should relate to activities in the timeline (Element 4) and include statistical info to support project. Limit to one page and use 12 point font.

Extensive research has shown that early childhood is the most important phase for overall development throughout the lifespan, and that brain development during these first years of life is highly influenced by a child's environment and relationships. Early experiences determine health, education and economic participation for the rest of life. And yet, thousands of U.S. children under five years of age fail to reach their full cognitive and social potential every year. We all want what's best for our children, so why do so many U.S. children fare so much worse than their counterparts in other rich nations? In part, because we have not made them our collective responsibility. Now, however, building a better future for these most vulnerable citizens is becoming a local, state and national priority. The President's 2014 budget (even in these times of austere federal budgets) includes a substantial investment in early learning – underscoring the significant role early learning plays in the very well-being of our nation. Of particular relevance to libraries, leaders from the Institute of Museum and Library Services (IMLS) and the Campaign for Grade-Level Reading have also begun working together to elevate the roles that libraries and museums play in supporting young children's learning and development.

In order to fortify this role of libraries as early learning resources for their communities, three primary goals have been identified for the second year of this *Early Learning with Families (ELF) 2.0* statewide initiative. Building on the commendable work undertaken in this initiative's first year, we will focus our efforts on:

1) Professional Development: Because child development and family engagement training is sorely lacking in the library profession, we plan to develop such a curriculum, specifically for library personnel. Without such training, library staff remain at a disadvantage in appropriately meeting the developmental needs of the young children and families they serve. Working with the highly acclaimed Brazelton Touchpoints™ Center, we will adapt their existing early childhood education training model, making it specific to and relevant for library staff. The resulting curriculum will then be piloted with an initial test group of library staff from around the state, before being 'finalized' by the end of the grant year. (Building out the training capacity for this curriculum will occur in year 3 of this ELF 2.0 initiative, when the developed and tested training curriculum will be more broadly disseminated throughout the state.)

2) Networking & Resource Sharing: The field continues to underscore their need for periodic, ongoing opportunities to network with their colleagues, and learn from each other by sharing ideas, strategies and tools. These meetings, in turn, help to foster communities of practice where resources are leveraged for the greatest good and evidenced-based early learning approaches are consistently practiced throughout the state. Accordingly, we plan to sponsor 4 regional networking meetings (including a summit at the CLA annual conference) around the state, each hosted by a local library. We will also continue developing content for the new ELF 2.0 website and social media sites, positioning them as robust online networking and information hubs.

3) New Media Use with Young Children: New media and technology are pervasive aspects of our culture that, when used wisely, can support young children's learning, but which can also interfere with healthy child development, when used inappropriately. Librarians are well positioned to serve as curators of these rapidly evolving new media resources and yet no guidelines or standards of practice yet exist to support them in this role. Already recognized as a thought-leader on this topic, we will work with other national experts to develop these professional guidelines. We will also create an online *New Media Use with Young Children* toolkit. In addition to the guidelines, the toolkit will include a comprehensive research bibliography, assessment and evaluation tools, and practical tips and strategies to help ensure that library staff utilize evidenced-based, developmentally appropriate approaches when sharing new media information and tools with young children, their families and caregivers. The toolkit will be made accessible to all on the ELF 2.0 website. Also, as a principal partner in an IMLS Leadership Grant with the New Orleans Public Library Foundation, we will help plan and participate in a national forum on new media and children to be held in New Orleans in March 2015.

ELEMENT 3: PLANNING AND EVALUATION

Please answer each area concisely and completely. Limit to two pages and use 12 point font.

A. Project Purpose – Short statement which answers the questions: we do what, for whom, for what expected benefit.

With over 3.7 million children ages 5 and under in California, libraries can and should be important early learning stakeholders by offering safe environments that foster optimal development for all children. This initiative is intended to help advance excellence in the provision of library services to infants, toddlers, preschools, their families and caregivers by:

- increasing the expertise, skill, confidence and effectiveness of library staff working with young children and families, ensuring that library services are family centric and developmentally appropriate;
- improving communication and resource sharing among libraries so that effective and appropriate early learning approaches can be efficiently shared and consistently practiced throughout the state; and
- helping to position libraries as strong community partners who are recognized as informed and skilled early learning stakeholders who actively support the developmental needs of young children, their families and caregivers.

B. Project Activities/Methods – How will the project be carried out? Include major activities from the timeline.

Professional Development: Many library staff currently working with children lack any training in early childhood development. It is neither a degree requirement nor even an elective in most library schools. Accordingly we will:

- Develop a library-specific training curriculum on child development and family engagement, based on the highly acclaimed Brazelton Touchpoints™ model. Pilot the developed curriculum with an initial test group of library staff from around the state.
- Create curriculum related training materials, including short video tutorials demonstrating how to incorporate Touchpoints™ principles into library practice.
- Expand our developing relationship with San Jose State University's School of Library and Information Science and pursue possible continuing education credits through the school for our Touchpoint™ based curriculum training.
- Design and deliver 3 professional development training webinars through Infopeople, specific topics yet to be determined.

Networking & Resource Sharing: In order to foster a community of practice where ideas are shared, collaboration is nurtured, and best practices are consistently applied, we will:

- Plan and offer 4 regional networking meetings to be hosted by local libraries in different geographic areas of the state. One such meeting (an ELF 2.0 Summit) will be held at the Oakland Public Library just prior to the CLA Annual Conference. In addition to fostering the exchange of ideas, these meetings are also intended to promote mentoring relationships between libraries, furthering the shared sense of a 'community of practice.'
- Update, enhance and maintain the new ELF 2.0 website and social media sites with existing content from other sources as well as newly developed original content of our own, including video shorts highlighting library best practices, online toolkits, and resource templates.

New Media Use with Young Children: Although libraries are well positioned to be curators of wise use of new media with young children, they lack any guidelines or standards of practice. Working with national experts, we will:

- Develop an online *New Media Use with Young Children* toolkit which will include guidelines, a comprehensive research bibliography, assessment and evaluation tools, and practical tips and strategies to help ensure that library staff utilize evidenced-based, developmentally appropriate approaches when sharing new media information and tools with young children, their families and caregivers. The toolkit will be an

ongoing, 'living' document, updated periodically, and accessible and searchable online.

- Help plan and participate in a national forum on new media and young children in New Orleans in March of 2015 as part of an IMLS National Leadership Grant, in partnership with the New Orleans Public Library Foundation. The forum will bring together national experts on this topic and will enable us to vet various aspects of our own proposed New Media toolkit with these national thought-leaders.

C. Anticipated Project Outputs – Measures of service or products provided.

A core group of 8 librarians from around the state (selected based on their exemplary early learning practices and representing a variety of library types and communities), will work with faculty from the Brazelton Touchpoints™ Center in Boston to develop a library-specific training curriculum on early childhood development and family engagement, based on the Brazelton Touchpoints™ model. The resulting curriculum will then be piloted and evaluated by a separate group of 25 librarians representing a diverse array of libraries and communities in the state. Their feedback will inform the final revisions and modifications to the training curriculum.

A library-specific training curriculum, based on the Touchpoints™ model, will be developed and piloted. The training's goal is to help library professionals better understand the theories and key concepts of child and family development as well as family engagement principles and strategies. The training curriculum will initially be administered by the California State Library, with broader roll-out and dissemination in year 3 of this ELF 2.0 statewide initiative.

Four regional networking meetings will be held around the state, including an ELF 2.0 Summit prior to the CLA Annual Conference. Up to 100 library staff will attend the Summit and 30-50 staff will attend each of the other regional meetings. At least two early learning focused sessions will also be given at the CLA Annual Conference.

A toolkit regarding *New Media Use with Young Children* will be developed, evaluated and posted on the State Library's ELF 2.0 website. The toolkit will be broadly promoted at the regional meetings as well as via announcements on library listservs and the ELF 2.0 social media sites.

A variety of tools, templates and information resources will be identified and/or developed and added to the ELF 2.0 website and social media sites, including the development of a series of video shorts. The goal is to help the library field keep abreast of early learning issues and resources, while supporting an online community of best early learning library practices.

D. Anticipated Project Outcome(s) – What change is expected in the target audience's skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes?

Both the development of the training curriculum and the regional meetings will include outcome measurements specific to their content. Outcomes will be captured via surveys of participating library staff. It is anticipated that at least 75% of all respondents will report a change in knowledge and/or attitudes regarding their understanding of child development, family/caregiver engagement, new media use with young children, and/or the role of libraries as early learning resource centers for their communities.

E. Complete the following sentence. This project will be successful if:

...library staff in California report feeling better equipped and more confident in providing developmentally appropriate services for young children and families that focus on the parent-child relationship, support parental mastery, and strengthen the capacity of libraries to effectively foster early childhood and family development.

ELEMENT 4: GRANT TIMELINE/ACTIVITIES

Show each major project activity and when it will be started and/or completed throughout the project. The timeline should correspond to the activities described in Planning and Evaluation. Please put an X in each pertaining month.

| Activity | 2014/15 | | | | | | | | | | | |
|--|---------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
| Develop Touchpoints™ based training curriculum for libraries | X | X | X | X | X | X | X | X | X | X | X | X |
| Conduct interviews to guide preliminary adaptation of training materials | X | X | X | | | | | | | | | |
| Design and produce initial curriculum content for pilot, including videos | | | | X | X | X | X | X | | X | X | X |
| Adapt pre and post evaluation criteria for new curriculum | | | | | | | X | X | | | | |
| Develop selection criteria for initial pilot training participants | | | | | | | X | | | | | |
| Deliver pilot of library specific Touchpoints™ training | | | | | | | | | X | | | |
| Undertake additional adaptation of curriculum based on pilot | | | | | | | | | | X | | |
| Conduct evaluation of developed and tested curriculum | | | | | | | | | | X | | |
| Finalize curriculum based on evaluation and negotiate CEUs | | | | | | | | | | | X | |
| Design plan for building ongoing training capacity of new curriculum | | | | | | | | | | | | X |
| Plan and deliver 4 regional networking meetings, evaluate each | | X | | | X | | | X | | | X | |
| Design and deliver 3 early learning professional development webinars | | X | | | | X | | | | X | | |
| Develop tools, templates and video shorts for website | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify and outline all components of a New Media Toolki | X | X | | | | | | | | | | |
| Draft New Media Toolkit content | X | X | X | X | X | | | | | | | |
| Help plan and attend National Forum on New Media and Young Childre | | | | X | X | X | X | X | X | | | |
| ShareToolkit content at National Forum and vet with California libraries | | | | | | | | | X | | | |
| Finalize Toolkit based on feedback and post online; include ongoing feedback | | | | | | | | | | X | X | X |
| Update and maintain ELF 2.0 website and social media accounts | X | X | X | X | X | X | X | X | X | X | X | X |
| Assess year 2 progress and plan next steps | | | | | X | | | | | | X | |
| | | | | | | | | | | | | |
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ELEMENT 5: BUDGET

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

| Column A | Column B | Column C | Column D | Column E |
|---|----------|------------|----------|----------------------|
| Budget Category | LSTA | Cash Match | In-Kind | Total (B+C+D = E) |
| Salaries & Benefits | | | | |
| Participating Library Staff (workshop attendees, advisory board members, etc) | \$0 | \$0 | \$71,000 | \$71,000 |
| | \$0 | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 |
| Subtotal | \$0 | \$0 | \$71,000 | \$71,000 |
| Explanation: | | | | |
| | | | | |
| Library Materials | | | | |
| | \$0 | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 |
| Subtotal | \$0 | \$0 | \$0 | \$0 |
| Explanation: | | | | |
| | | | | |
| Equipment (Items over \$5,000 per unit) | | | | |
| | \$0 | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 | \$0 |
| Subtotal | \$0 | \$0 | \$0 | \$0 |
| Explanation: | | | | |
| | | | | |

Operating Expenses

| Column A Budget Category | Column B LSTA | Column C Cash Match | Column D In-Kind | Column E Total (B+C+D = E) |
|---|------------------|------------------------|---------------------|----------------------------------|
| Contracted Services | | | | |
| Project Consultant/Support Staff | \$27,120 | \$0 | \$0 | \$27,120 |
| Touchpoints Faculty | \$78,950 | \$0 | \$0 | \$78,950 |
| New Media Consultants | \$72,960 | \$0 | \$0 | \$72,960 |
| Website, social media and video Consultant | \$50,208 | \$0 | \$0 | \$50,208 |
| Subtotal | \$229,238 | \$0 | \$0 | \$229,238 |
| Explanation: | | | | |
| 1 contract Project Consultant will help design and coordinate the initiative's various deliverables: \$ 80/hour x 22 hours/mo = \$21,120 | | | | |
| 1 contract Support Staff will help with clerical/administrative aspects of the initiative: \$ 25/hour x 20 hours/mo = \$ 6,000 | | | | |
| Touchpoints Staff – BTC team (faculty and project manager) will research, design, modify curriculum; attend ELF2.0 Summit; lead pilot training; refine curriculum; and help plan for broader dissemination – as per submitted Project Scope of Work = \$78,950 | | | | |
| 1 contract New Media Project Manager will guide and coordinate development of the New Media Toolkit components: \$100/hour x 32 hours/mo = \$38,400 | | | | |
| 1 contract New Media Content Expert will develop New Media Toolkit content: \$ 60/hour x 48 hours/mo = \$34,560 | | | | |
| 1 contract Video Producer will design, coordinate and produce video shorts and other related training materials: \$ 75/hour x 40 hours/mo = \$36,000 | | | | |
| 1 contract Video Editor will edit videos and other training materials for final use and dissemination: \$ 25/hour x 32 hours/mo = \$ 9,600 | | | | |
| 1 contract Social Media Assistant will help support and coordinate all social media efforts and website content: \$ 12/hour x 32 hours/mo = \$ 4,608 | | | | |
| Supplies | | | | |
| Materials & equipment rental for 4 regional mtgs and 1 pilot training | \$38,000 | \$0 | \$0 | \$38,000 |
| Videotaping and New Media toolkit production costs | \$12,170 | \$0 | \$0 | \$12,170 |
| Materials for curriculum development and pilot | \$8,500 | \$0 | \$0 | \$8,500 |
| Three training webinars with Infopeople | \$3,000 | \$0 | \$0 | \$3,000 |
| Subtotal | \$61,670 | \$0 | \$0 | \$61,670 |
| Explanation: | | | | |
| Meetings at \$7,000 each (based on costs associated with similar meetings in Year 1 of the initiative) + pilot training venue costs | | | | |
| Digital media supplies for video and training materials development \$12,000 + Materials for 25-30 pilot participants \$8,500 | | | | |
| Three training webinars (based on Infopeople costs) | | | | |
| Other Charges | | | | |
| Travel for video production team (2) to shoot footage at libraries | \$3,500 | \$0 | \$0 | \$3,500 |
| Travel for 3 Touchpoints faculty - ELF2.0 Summit and pilot | \$9,000 | \$0 | \$0 | \$9,000 |
| Travel for 25 participants - Touchpoints pilot training | \$37,500 | \$0 | \$0 | \$37,500 |
| Travel for 4 participants - National New Media Forum | \$10,000 | \$0 | \$0 | \$10,000 |
| Subtotal | \$60,000 | \$0 | \$0 | \$60,000 |
| Explanation: | | | | |
| Based on travel costs incurred in Year 1 of the initiative | | | | |
| Operating Expenses Subtotal | \$350,908 | \$0 | \$0 | \$350,908 |
| Project Total | | | | |
| (Salaries & Benefits, Materials, Equipment, and Operating Expenses) | \$350,908 | \$0 | \$71,000 | \$421,908 |
| Indirect Cost (up to 10%) | \$35,091 | \$0 | \$0 | \$35,091 |
| Grant Totals | \$385,999 | \$0 | \$71,000 | \$456,999 |

FUTURE FUNDING

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

If this second year is evaluated as successful, based on the field outcomes and advisory committee recommendations, the California State Library and Califa will plan for at least one to two additional years of support in which to more broadly disseminate the training curriculum developed and solidify the evolving statewide community of practice, hopefully ensuring the advancement of excellence in the provision of children's services in California libraries.

ELEMENT 6: ATTACHMENTS

If you have additional resources that support your grant, please attach after this page

ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2014/15

Check the Appropriate Library Type

Public Library Academic K-12 Multi-type Special/Other

As duly authorized representative of the applicant library, I hereby certify that: (*check only one of the following boxes*)

- A. The applicant library has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.
- B. The requirements of Section 9134 (f)(1) of the Library Services and Technology Act do not apply to the applicant library because no funds made available under the LSTA program will be used to purchase computers used to access the Internet or to pay for direct cost associated with accessing the Internet for a public library or public elementary school or secondary school library that does not receive discounted E-Rate services under the Communications Act of 1934, as amended.

Signature of Authorizing Official

Date

ELEMENT 8: ASSURANCES

The applicant assures and certifies that it will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of Federal funds for this federally assisted project. Also the Applicant assumes and certifies:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-sided activity.
4. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 20 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
5. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.
6. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
7. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.
8. It will comply with the provisions of the Hatch Act which limit the political activity of employees.
9. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.
10. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. It will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
12. It will comply with all requirements by the Federal-sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
13. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of violating facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
14. It will comply with the flood insurance purchase requirements of Section 102(a) requires, on or after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
15. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.

ELEMENT 9: CERTIFICATIONS REGARDING LOBBYING, DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTER; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82 “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants).” The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Institute of Museum and Library Services determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code and implemented at 34 CFR Part 82 for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer of employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into or any cooperative agreement and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL “Disclosure Form to Report Lobbying,” in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110–

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, of local) with commission of any of the offenses enumerated in paragraph

(2)(b) of this certification; and

- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, of local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610–

A. The applicant certifies that it will or will continue to provide a drug-free workplace by;

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about–
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will–
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, OLS/State Programs Division, Institute of Museum and Library Services, 1100 Pennsylvania Avenue, N.W., Room 802, Washington, DC 20506. Notice shall include the identification number(s) of each affected grant

- (f) Taking one of the following action, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted–
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement or other appropriate agency.
 - (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation or paragraphs (a),(b),(c),(d),(e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance or work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610–

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction to: Director, OLS/State Programs Division, Institute of Museum and Library Services, 1100 Pennsylvania Avenue, N.W., Room 802, Washington, DC 20506. Notice shall include the identification number(s) of each affected grant.

4. FEDERAL DEBT STATUS

The undersigned, on behalf of the applicant, certifies to the best of his or her knowledge and belief that the applicant is not delinquent in the repayment of any Federal debt.

ELEMENT 9: CERTIFICATION

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

| | | |
|---|---|------------|
| <u>Califa Group</u> Library/Organization | <u>Early Learning with Families Statewide Initiative (ELF2.0): Year 2</u> Project Name | |
| <u>Linda Crowe</u> Printed Name of Authorized Representative | <u>Executive Director</u> Title | |
| <u>Mailing Address (if different than page 1)</u> | <u>City</u> | <u>Zip</u> |
| <u>Signature of Authorized Representative</u> | <u>Date</u> | |



California State Library

**Changing Role of Libraries and Library Professionals
In Communities**

June 20, 2014

Changing Role of Libraries and Library Professionals in Communities

Preliminary goals include the following, but may be adjusted through the planning and pilot phases:

- Through a library specific Touchpoints Training Program, library professionals working with young children and their families will understand the theories and key concepts of child and family development and family engagement principles and strategies, with an emphasis on the relational and developmental aspects of parent/child, parent/professional, and professional/child relationships and their practical application in library settings;
- This training will enable library staff to be better equipped to appropriately and confidently support the healthy development and well-being of young children and their families;
- As a result, services will be delivered less didactically, more collaboratively, and developmentally appropriately; and public libraries will be recognized as a partner/resource in their community for early childhood learning and development;
- Development of a library-specific Touchpoints Training Program will enable exploration of the feasibility of including early childhood learning and development as part of standard practice in library schools, degree granting programs, and continuing education classes.

Phase I: Year I (July 1, 2014 - June 30, 2015)

Planning and preliminary adaptation of Touchpoints Training Program content for libraries

- Deliverables:
 - The Touchpoints Training Program will be adapted to include new examples, applications, case studies, content, and resources reflecting the unique role of libraries (safe, patron centered, open education resource, access what is needed) and will be piloted with up to 25 participants.
- Activities will include:
 - *Months 1-6 (July 2014 - December 2014)*
 - With technical assistance from the Brazelton Touchpoints Center, the core-planning group will inventory what is known about innovation, trends and promising practices in libraries in communities and in library schools. Inventory will include review of innovation occurring in CA, a proscribed/limited literature search largely through surveys and other mechanisms designed to elicit what existing networks are currently know. The core-planning group will have participated in basic Touchpoints Training. *Assumes that core-planning team already knows a substantial amount and that the scope of the inventory will largely be based on what is known.*
 - Conduct 5-8 group and/or individual interviews by teleconference to collect information about work content to use in preliminary adaptation of training program materials: relevant examples and case studies (needs, successes, and challenges).
 - Attendance by 2 BTC faculty to ELF 2.0 Summit and CLA conference (November 2014)

Months 6-9 (January 2015 - March 2015)

- Design and production of initial new content for pilot.
- Adaptation of pre- and post- evaluation criteria.
- Consultation in the development of criteria for selection of pilot training group. Consider multiple factors: diversity (size, geographic location, and roles, such as librarians, administrators, trustees); capacity/support to participate in training sessions, reflective

practice, interviews, and focus groups for responding to the pilot; and providing direction for additional adaptation.

Months 9-12 (April 2015 - June 30, 2015)

- On-site delivery of Touchpoints Training Program for library personnel to core group (includes 3 sessions of reflective practice).
- Sub-total: \$61,625 *Assumes locally hosted: space and parking logistics, invitations, refreshments, and audio-visual equipment; excludes travel and lodging for 3 BTC faculty*

Development of adapted content for e-learning platform would be in addition to costs for subject matter adaptation.

Assumes further funding for building and sustaining initiative. Accordingly, a Phase 2 retainer will be due prior to June 30, 2015. Retainer fees will be applied towards the following:

Phase 2 Deliverables:

Evaluation and implementation planning

- Deliverables:
 - Additional adaptation of content and training program subsequent to pilot.
 - Evaluation of changes in knowledge of participants, and potential utility in library settings.
 - Implementation plan for building internal capacity to disseminate to other libraries (e.g., pilot comprehensively in 1-3 libraries; develop regional teams of consultants, library staff, library schools, to deliver one or more prototypes, or other options which may emerge).
- Retainer Sub-Total: \$17,325 2014/15 Contract Total: \$78,950