

**CALIFORNIA STATE LIBRARY  
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)  
FISCAL YEAR 2016/2017 STATEWIDE GRANT APPLICATION**

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

**Applicant Information**

- |  |   |
|--|---|
| <p><b>1. Library/Organization</b><br/>Califa Group</p> <p><b>3. Project Coordinator Name &amp; Title</b><br/>Wayne Walker, Califa Operations Manager</p> <p><b>5. Business Phone Number</b><br/>650-356-2125</p> <p><b>6. Mailing Address</b><br/><b>PO Box or Street Address</b><br/>2471 Flores Street</p> | <p><b>2. Library's DUNS Number</b><br/>135909930</p> <p><b>4. Email Address</b><br/>wwalker@califa.org</p> <p>650-349-5089 FAX</p> <p><b>City</b><br/>San Mateo</p> <p><b>State</b><br/>CA</p> <p><b>Zip</b><br/>94403-2273</p> |
|--|---|

**Project Information**

- 7. Project Title** Early Learning with Families (ELF) Statewide Initiative: Year 4
- 8. LSTA Funds Requested** \$400,532
- 9. Cash Contributions** \$39,600
- 10. In-Kind** \$282,198
- 11. Total Project Cost** \$722,330
- 12. California's LSTA Goals (Check one goal that best describes the project)**
- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Literate California                        | <input type="checkbox"/> Content Creation/Preservation | <input type="checkbox"/> Community Connections           |
| <input checked="" type="checkbox"/> 21 <sup>st</sup> Century Skills | <input type="checkbox"/> Bridging the Digital Divide   | <input type="checkbox"/> Ensuring Library Access for All |
| <input type="checkbox"/> 22 <sup>nd</sup> Century Tools             | <input type="checkbox"/> Information Connections       |  |
- 13. Number of persons served** (\*Approx. # of young children (ages 0-5) served by CA public libraries in 2015) 3,250,000
- 14. Primary Audience for project (Select all that apply.)**
- |   |   |
|---|---|
| <input type="checkbox"/> Adults   | <input checked="" type="checkbox"/> Pre-School Children |
| <input checked="" type="checkbox"/> Families                                  | <input type="checkbox"/> Rural Populations              |
| <input type="checkbox"/> Immigrants/Refugees                                  | <input type="checkbox"/> School Age Children            |
| <input type="checkbox"/> Intergenerational Groups (Excluding Families)        | <input type="checkbox"/> Senior Citizens                |
| <input checked="" type="checkbox"/> Library Staff, Volunteers and/or Trustees | <input type="checkbox"/> Statewide Public               |
| <input type="checkbox"/> Low Income   | <input type="checkbox"/> Suburban Populations           |
| <input type="checkbox"/> Non/Limited English Speaking Persons                 | <input type="checkbox"/> Unemployed                     |
| <input type="checkbox"/> People with Disabilities                             | <input type="checkbox"/> Urban Populations              |
| <input type="checkbox"/> People with Limited Functional Literacy              | <input type="checkbox"/> Young Adults and Teens         |
- 15. This signature certifies that I have read and support this LSTA Grant Application.**

**Library Director Name:** Susan H. Hildreth **Title:** Executive Director

**Mailing Address**  
(if different from above) Same as above **City** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Library Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **ELEMENT 2: PROJECT BACKGROUND AND SUMMARY**

**Describe how this project was identified as a need, how it relates to your library's strategic plan, what will be accomplished if this project is implemented, and how you will know whether your project is successful. Summary should relate to activities in the timeline (Element 4) and include statistical info to support the project.**

The Early Learning with Families (ELF) initiative provides training and resources to support and enhance library services to infants, toddlers, preschoolers, their families and caregivers. This initiative's impact is evidenced, in part, by the number of libraries involved, with 124 of the 181 library jurisdictions participating in some aspect of the initiative, whether it be by sending staff to ELF trainings and conference and/or having staff utilize ELF developed resources.

Early childhood is the most important phase in the human lifespan for overall development, and brain development during these first years of life is highly influenced by a child's environments and relationships. Research has repeatedly demonstrated that these early experiences determine health, education and economic participation for the rest of life. And yet, thousands of U.S. children fail to reach their full potential every year. In 2015, 62% of California third graders did not meet state educational standards in English language arts, and 60% did not meet standards in mathematics (CDE, 2015). Overall, California ranked only 38 out of 50 states in 2015 for overall childhood well-being. These well-being and achievement gaps do not suddenly materialize when children enter school. Rather, disparities between children from low socioeconomic status (SES) and high SES families can manifest themselves in children as early as 16 months of age. Differences in language as well as executive function and social skills are already apparent when children enter kindergarten, and the children who start behind tend to stay behind (Cannon & Karoly, 2007).

Building a better future for our youngest and most vulnerable citizens has become a national priority. The President's 2016 budget included 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, the Institute of Museum and Library Services (IMLS) and the Campaign for Grade-Level Reading have been working together to elevate the role that libraries and museums play as community stakeholders dedicated to supporting young children's learning and development. The California State Library supports these national efforts through the continuation of its statewide ELF initiative, which helps libraries strengthen their role as well-established, informal but high-quality early learning resources. Public libraries are second only to public parks as THE most frequented destination of families with young children (Applied Survey Research, 2013). Of the 3 million children aged birth to five living in California in 2015, public libraries served a large percentage of these children, with more than 3.25 million in attendance at preschool library programs that year (CSL Statistics, 2015). Consequently, public libraries can play a significant role in fostering optimal child and family development, IF library staff have the ongoing professional development and support, as well as evidenced-based, library appropriate tools and resources to effectively work with this population. By providing these kinds of supports and resources, the ELF initiative has been shown to help advance excellence in the provision of library services to infants, toddlers, preschoolers, their families and caregivers (ELF Impact book, 2016).

Building upon the significant work already undertaken and leveraging unique partnerships with the Brazelton Touchpoints™ Center (BTC) and the Center for Childhood Creativity (CCC), this year we will focus on fortifying the role of libraries as early learning resources for their communities through new resources and increased professional development opportunities for library staff. Two main project areas include: (1) developing and piloting research-based creativity and school-readiness programming, specifically suited to library settings, coupled with staff training to enable effective incorporation of this programming into library services; and (2) more broadly disseminating the newly developed "Library Touchpoints" training curriculum, with its focus on child development and family engagement strategies. The Touchpoints skills require an iterative and interactive process in order to be effectively incorporated into practice. Accordingly, in addition to the on-ground training we will provide ongoing reflective practice calls and networking opportunities to help build a statewide community of Touchpoints practice. The ELF initiative will also host information and networking sessions at the CA Library Association's (CLA) annual conference on both the creativity/school-readiness curriculum and toolkit as well as the "Library Touchpoints" training and community of practice. In addition to these collaborative projects, content on the ELF website and social media sites will be continually updated and developed, positioning these online sites as robust, virtual information and networking hubs. We will also publish and disseminate our unduplicated counts project undertaken in 2015/16 which enables libraries to track unique numbers of users as opposed to frequency of library use, which fails to capture the breadth of library impact in a community.

The ELF initiative will be successful if an increasing number of library staff utilize ELF resources and/or participate in ELF trainings, and our evaluation surveys reveal an increase in staff competence and confidence working with families.

### ELEMENT 3: PLANNING AND EVALUATION

Please answer each area concisely and completely. For section A-F limit to four pages.

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

##### Lifelong Learning

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

##### Information Access

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

##### Institutional Capacity

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

##### Economic & Employment Development

- Improve users' ability to use resources and apply information for employment support
- Improve users' ability to use and apply business resources

##### Human Services

- Improve users' ability to apply information that furthers their personal, family, or household finances
- Improve users' ability to apply information that furthers their personal or family health & wellness
- Improve users' ability to apply information that furthers their parenting and family skills

##### Civic engagement

- Improve users' ability to participate in their community
- Improve users' ability to participate in community conversation around topics of concern

#### B. Project Purpose – Short statement which answers the questions: we will do what, for whom, for what expected benefit(s).

The Early Learning with Families (ELF) initiative will leverage previous years' investments to build upon and disseminate cutting-edge research, tools, and strategies identified by the library field as critical to the delivery of meaningful services to young children and their families. This year the initiative will focus on four major early learning themes: child development, family engagement strategies, childhood creativity, and school readiness.

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

6 pilot libraries from across the state will help develop and test a school-readiness curriculum and toolkit to include evidence-based, hands-on activities and tools for easy implementation in a variety of library settings. Results will be disseminated statewide.

22 library staff from 7 library systems, who have completed the Touchpoints 'train the trainer' classes in May 2016, will be mentored over the course of the year, and each 2-member library staff team will deliver one Touchpoints training to a library system other than their own.

11 "Library Touchpoints" 3-day, on the ground trainings will be delivered to a minimum of 11 library systems with up to 25 staff per training. The trainings will be delivered by the first co-hort of trained library staff facilitators. The training goal is to help library professionals better understand the key concepts of child development and family engagement principles and strategies to help improve customer service and professional practice.

12 (90-minute each) boot camp conference calls will support the library staff Touchpoints training teams, helping them to review objectives and facilitation strategies for each training session they will be conducting.

66 Touchpoints reflective practice calls will be facilitated by trained library staff teams (a series of 6 per library system trained), helping the iterative process of applying the concepts learned in training to library practice.

2 (90-minute each) webinars will support the library staff Touchpoints training teams, helping them review objectives and facilitation strategies for each reflective practice call.

1 (2-day) seminar for library supervisors will help craft a statewide implementation and sustainability plan for the Touchpoints curriculum while also building a Touchpoints community of practice.

1 ELF Pre-Conference will be provided at the California Library Association's (CLA) annual conference, including 4 unique sessions and networking opportunities related to early learning in libraries, school-readiness and the Touchpoints curriculum.

**D. Anticipated Project Outcome(s) – What change is expected in the target audience’s skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes? (for examples see attachment B of the application instructions)**

The school-readiness curriculum and toolkit as well as all "Library Touchpoints" trainings and the CLA sessions will include outcome measurements specific to their content. Outcomes will be captured via pre- and post- evaluation surveys administered to 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 creativity, school readiness, child development, family/caregiver engagement, and/or the role of libraries as early learning resources for their communities.

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

The need for high-quality and economically viable early learning library resources and staff development opportunities will be ongoing as long as public libraries continue to attract and serve large numbers of young children and families. This need is especially acute while libraries are still seeking to establish themselves as credible and high-quality, informal, early learning resources for their communities. We will continue to work with the California State Library to continue providing resources that can meet the evolving early learning needs of California's diverse library communities, while also identifying a wide range of other partnerships, funding sources and strategies to support library early learning goals into the future. Because the "Library Touchpoints" training, in particular, has the potential to become a standard, foundational training requirement of any library staff wishing to work with children and families, we will work to transition from the entirely grant-funded development phase to a sustainable, long-term, tuition based model. This model will be made even more economically viable by building a consortium of participating California libraries that contribute financial and staff resources to provide the training and maintain the statewide community of practice into the future. By facilitating the trainings with our own trained library staff, we hope to keep tuition costs affordable for both library systems and/or the individual staff who seek this training.

**F. Activity Information. Activities are action(s) through which the intent or objective of a project are accomplished. Four activity types have been identified, each with select methods to help you describe how you will carry out this project. Indicate activity types that require a significant commitment of resources to the project (representing 10% or more of total project resources).**

1.  **Instruction** - Involves an interaction for knowledge or skill transfer and how learning is delivered or experienced. (*Check all that apply and provide a description including whether the format will be in-person, virtual, or both*)
  - Program - Formal interaction and active user engagement (e.g., a class on computer skills).
  - Presentation - Formal interaction and passive user engagement (e.g., an author’s talk),
  - Consultation - Informal interaction with an individual or group of individuals (library staff or other professional) who provide expert advice or reference services to individuals, units, or organizations.
  - Other

Description: Because training in child development and family engagement is generally lacking in the library profession, the ELF initiative has developed (in collaboration with the highly acclaimed Brazelton Touchpoints™ Center - BTC ) a library specific professional development curriculum that highlights the complex themes and nonlinear progression of child development, coupled with strategies for family engagement, based on these childhood themes. Without such training, library staff are often at a disadvantage when it comes to appropriately meeting the developmental needs of the young children and families they serve. This past year 100 library staff from 8 library systems from around the state attended this new "Library Touchpoints" training and 22 of these individuals went on to be trained as facilitators of this "Library Touchpoints" curriculum. This grant year the training will be further disseminated to at least 11 more library systems (to be identified, with 20+ libraries already on our waiting list). Each training will consist of one 3-day, on the ground training session for up to 25 staff members, followed by 6 reflective practice calls (approximately one a month) -- all led and facilitated by library staff 2-member training teams. The BTC staff will aim to build the capacity of these new training teams by mentoring them throughout the year via conference calls, webinars and on site visits when, for the first time, each team takes on the facilitation of this iterative based training. Training teams will also be supported and mentored as they assume the role of leading the reflective practice calls. Each training and training team will be evaluated -- any needed refinements will be made to

ensure that the training and training teams (as they evolve) continue to consistently meet the "Library Touchpoints" learning objectives. Finally, in consultation with BTC staff, we will begin to transition this training to a tuition-based curriculum, overseen and administered by a third-party entity like CLA -- all with the goal of creating an affordable, sustainable training curriculum administered by librarians for libraries within the state of California.

We will also host networking opportunities and formal presentations related to early learning and this "Library Touchpoints" training at CLA and other relevant professional conferences.

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: In partnership with the Center for Childhood Creativity (CCC), we will develop a research-based curriculum and toolkit for supporting school-readiness programming in libraries and building library staff capacity to implement high-quality programs. The curriculum will include a research summary of key findings, relevant activities, and practical guides for implementing developmentally appropriate programs that promote the skills, knowledge and habits of mind most critical for young children to develop to successfully learn in school. The CCC will pilot this curriculum with a diverse cohort of California libraries. Six pilot sites will be geographically varied and will represent libraries from urban, suburban, and rural communities. The CCC will aim to build the capacity of library staff at the pilot sites by providing direct training in addition to the curriculum. The first meeting for pilot site leaders will take place at the ELF Pre-Conference as part of the CLA annual conference in November 2016, where CCC will also lead a session on school readiness research that will be open to all CLA attendees. CCC staff will support curriculum implementation with one site visit to each pilot location, and there will be opportunities for all pilot sites to debrief via online platforms after program implementation. This pilot will serve as a feasibility test for the curriculum and toolkit's statewide implementation, with results from an external evaluation used to refine the program model following the pilot and in advance of statewide dissemination.

Also, we will continue to develop a variety of materials and resources relevant to early learning and school readiness that will be added to the ELF website and social media sites. We will also publish online our unduplicated counts project from 2015/16 and host an introductory webinar about this data collection tool.

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: Data analysis from the pre- and post- Touchpoints training surveys from 2015/16 will be formally compiled once the final reflective practice calls are completed in October 2016. Similar pre- and post-surveys will be created and administered at the 11 trainings to be undertaken by library staff training teams in 2016/17. The school readiness pilot libraries will also be evaluated before and after their participation in the school readiness curriculum. Outcomes for both projects will be assessed based on these evaluation surveys.

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

Description:

**ELEMENT 4: GRANT TIMELINE/ACTIVITIES**

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  | Fiscal Year 2016/2017 |     |      |     |     |     |     |     |     |     |     |      |
|---|-----------------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
|   | July                  | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
| Finalize unduplicated counts online toolkit and launch via webinar                  | X                     | X   | X    |     |     |     |     |     |     |     |     |      |
| Identify 11 library systems seeking the Library Touchpoints training                | X                     | X   |      |     |     |     |     |     |     |     |     |      |
| Set up coordination and scheduling mechanism for 11 Touchpoints trainings           | X                     | X   | X    |     |     |     |     |     |     |     |     |      |
| Finalize and print all Library Touchpoint training materials and manuals            | X                     | X   | X    |     |     |     |     |     |     |     |     |      |
| Mentor 22 library staff Touchpoints trainers via monthly calls and webinars         | X                     | X   | X    | X   | X   | X   | X   | X   | X   | X   | X   | X    |
| Deliver 11 Library Touchpoints trainings, utilizing library staff training teams    |                       |     | X    | X   | X   | X   | X   | X   | X   | X   | X   |      |
| Facilitate 6 reflective practice calls for each of 11 Library Touchpoints trainings |                       |     |      | X   | X   | X   | X   | X   | X   | X   | X   | X    |
| Administer pre- and post- evaluations for all 11 Touchpoints trainings              |                       |     | X    | X   | X   | X   | X   | X   | X   | X   | X   | X    |
| Develop sustainability and transition plan for oversight of Touchpoints training    |                       |     |      |     |     |     |     | X   | X   | X   | X   | X    |
| Identify six pilot libraries for school readiness project                           | X                     | X   |      |     |     |     |     |     |     |     |     |      |
| Develop preliminary evidence-based school readiness curriculum and toolkit          | X                     | X   | X    | X   | X   |     |     |     |     |     |     |      |
| Deliver school readiness curriculum to 6 geographically diverse pilot libraries     |                       |     |      |     |     | X   | X   | X   | X   | X   | X   |      |
| Evaluate results of school readiness pilot and refine curriculum                    |                       |     |      |     |     | X   | X   | X   | X   | X   | X   | X    |
| Finalize school readiness toolkit and curriculum for statewide dissemination        |                       |     |      |     |     |     |     |     |     |     |     | X    |
| Plan and promote ELF Pre-Conference   | X                     | X   | X    | X   |     |     |     |     |     |     |     |      |
| Host ELF Pre-Conference with sessions on Touchpoints and school readiness           |                       |     |      |     | X   |     |     |     |     |     |     |      |
| Convene a library supervisors Touchpoints implementation seminar                    |                       |     |      |     |     |     |     | X   |     |     |     |      |
| Maintain and update ELF website and social media sites                              | X                     | X   | X    | X   | X   | X   | X   | X   | X   | X   | X   | X    |
| Evaluate overall ELF initiative progress and assess future direction                |                       |     |      |     |     |     | X   |     |     | X   | X   | X    |
|   |                       |     |      |     |     |     |     |     |     |     |     |      |
|   |                       |     |      |     |     |     |     |     |     |     |     |      |
|   |                       |     |      |     |     |     |     |     |     |     |     |      |
|   |                       |     |      |     |     |     |     |     |     |     |     |      |

**ELEMENT 5: BUDGET**

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

| Budget Category                                  | LSTA     | Cash Contribution | In-Kind   | Total     |
|--|----------|-------------------|-----------|-----------|
| <b>Salaries/Wages/Benefits</b>                   |          |                   |           |           |
| Eleven 2-member staff training teams - back-fill | \$22,000 | \$0               | \$154,000 | \$176,000 |
| Six school readiness pilot libraries - back-fill | \$6,000  | \$0               | \$42,000  | \$48,000  |
|  | \$0      | \$0               | \$0       | \$0       |
|  | \$0      | \$0               | \$0       | \$0       |
|  | \$0      | \$0               | \$0       | \$0       |
|  | \$0      | \$0               | \$0       | \$0       |
|  | \$0      | \$0               | \$0       | \$0       |
|  | \$0      | \$0               | \$0       | \$0       |
| <b>Subtotal</b>                                  | \$28,000 | \$0               | \$196,000 | \$224,000 |

**Description:** 22 library staff trainers will provide the "Library Touchpoints" training to at least 11 library systems other than their own: 30 hrs of back-fill per staff member = \$1,000 and 200 hrs of in-kind staff time to prepare for the 30 hours of training and reflective practice calls @ \$35/hr = \$7,000 per staff member.

12 library staff (from 6 pilot libraries) will participate in the development and testing of a research-based school readiness curriculum: 15 hrs of back-fill per library = \$1,000 and 100 hrs of in-kind staff time to prepare and implement the school readiness curriculum @ \$35.hr = \$3,500 per staff member.

|   |     |     |     |     |
|---|-----|-----|-----|-----|
| <b>Equipment (\$5,000 or more per unit)</b> |     |     |     |     |
|   | \$0 | \$0 | \$0 | \$0 |
|   | \$0 | \$0 | \$0 | \$0 |
| <b>Subtotal</b>                             | \$0 | \$0 | \$0 | \$0 |

**Description:**

|                          |     |     |     |     |
|--------------------------|-----|-----|-----|-----|
| <b>Library Materials</b> |     |     |     |     |
|                          | \$0 | \$0 | \$0 | \$0 |
|                          | \$0 | \$0 | \$0 | \$0 |
|                          | \$0 | \$0 | \$0 | \$0 |
|                          | \$0 | \$0 | \$0 | \$0 |
|                          | \$0 | \$0 | \$0 | \$0 |
|                          | \$0 | \$0 | \$0 | \$0 |
| <b>Subtotal</b>          | \$0 | \$0 | \$0 | \$0 |

**Description:**

| Budget Category                            | LSTA     | Cash Contribution | In-Kind | Total (B+C+D = E) |
|--|----------|-------------------|---------|-------------------|
| <b>Consultant Fees</b>                     |          |                   |         |                   |
| Project Coordinator/Administrative Support | \$35,000 | \$0               | \$0     | \$35,000          |
| Website/Social Media Coordinator           | \$29,120 | \$0               | \$0     | \$29,120          |
|  | \$0      | \$0               | \$0     | \$0               |
|  | \$0      | \$0               | \$0     | \$0               |
|  | \$0      | \$0               | \$0     | \$0               |
|  | \$0      | \$0               | \$0     | \$0               |
|  | \$0      | \$0               | \$0     | \$0               |
| <b>Subtotal</b>                            | \$64,120 | \$0               | \$0     | \$64,120          |

**Description:** 1 part-time contract Project Coordinator to plan, schedule and coordinate all trainings and training logistics as well as manage general clerical and administrative tasks associated with the grant: 1000 hours @ \$35/hr up to \$35,000

1 part-time contract Web/Social Media Coordinator to assist with the daily maintenance and updating of the ELF website and social media sites: 832 hours @ \$35/hr up to \$29,120

|   |          |     |     |          |
|---|----------|-----|-----|----------|
| <b>Travel</b>   |          |     |     |          |
| Travel for 2-member training teams for 11 trainings     | \$28,000 | \$0 | \$0 | \$28,000 |
| Travel for transition planning meetings and conferences | \$3,000  | \$0 | \$0 | \$3,000  |
|   | \$0      | \$0 | \$0 | \$0      |
|   | \$0      | \$0 | \$0 | \$0      |
|   | \$0      | \$0 | \$0 | \$0      |
|   | \$0      | \$0 | \$0 | \$0      |
|   | \$0      | \$0 | \$0 | \$0      |
| <b>Subtotal</b>   | \$31,000 | \$0 | \$0 | \$31,000 |

**Description:** All travel costs are based on costs incurred in previous years of this initiative for transportation and accommodations, utilizing an average government state rate. Travel costs to each of the 11 library system trainings may vary based on which training teams are able to facilitate which trainings. The travel costs per training have been figured at 2 library staff trainers for 4 nights hotel + transportation + meals for a total of \$28,000 for all 11 trainings - approximate average travel cost per trainer = \$1,272.

Approximate average travel cost per 4 single-day meetings to Southern California and 3 professional conferences with no overnight stays = \$428.

|   |          |          |     |          |
|---|----------|----------|-----|----------|
| <b>Supplies/Other</b>                                   |          |          |     |          |
| Materials and supplies for 11 Touchpoints trainings     | \$15,000 | \$39,600 | \$0 | \$54,600 |
| Materials for ELF Pre-Conference                        | \$15,000 | \$0      | \$0 | \$15,000 |
| Materials for 1 library supervisors Touchpoints seminar | \$10,000 | \$0      | \$0 | \$10,000 |
| One webinar to launch unduplicated counts project       | \$1,000  | \$0      | \$0 | \$1,000  |
|   | \$0      | \$0      | \$0 | \$0      |
|   | \$0      | \$0      | \$0 | \$0      |
|   | \$0      | \$0      | \$0 | \$0      |
|   | \$0      | \$0      | \$0 | \$0      |
| <b>Subtotal</b>   | \$41,000 | \$39,600 | \$0 | \$80,600 |

**Description:** Training session materials are based on costs associated with the trainings undertaken in Year 3 of the initiative and represent sufficient materials for 275 training participants. In addition, we will print a newly developed 50-page Touchpoints training manual that will be given to all 2016/17 AND 2015/16 training participants. Cash-match costs represent food and beverage for working lunches for each of the 33 (11 trainings over 3 days) full-day Touchpoints trainings, as these costs are to be underwritten by library systems and/or library friends groups and donors.

Materials for ELF Pre-Conference are based on costs associated with similar day-long events given in Year 2 of the initiative, including food and beverage service for this day-long conference with 125 expected attendees.

The 1 unduplicated counts webinar cost is based on Infopeople cost estimates of a 1hr webinar plus prep time = \$1,000

| Budget Category   | LSTA             | Cash Contribution | In-Kind         | Total (B+C+D = E) |
|---|------------------|-------------------|-----------------|-------------------|
| <b>Contracted Services</b>                              |                  |                   |                 |                   |
| El Dorado County Library contract - unduplicated counts | \$10,000         | \$0               | \$0             | \$10,000          |
| BTC contract - mentoring Touchpoints training teams     | \$95,000         | \$0               | \$0             | \$95,000          |
| CCC contract - school readiness curriculum and toolkit  | \$95,000         | \$0               | \$86,198        | \$181,198         |
|   | \$0              | \$0               | \$0             | \$0               |
|   | \$0              | \$0               | \$0             | \$0               |
|   | \$0              | \$0               | \$0             | \$0               |
|   | \$0              | \$0               | \$0             | \$0               |
|   | \$0              | \$0               | \$0             | \$0               |
|   | \$0              | \$0               | \$0             | \$0               |
| <b>Subtotal</b>   | <b>\$200,000</b> | <b>\$0</b>        | <b>\$86,198</b> | <b>\$286,198</b>  |

**Description:** Funding is requested based on the proposed scopes of work to be negotiated with each of these entities:  
 El Dorado County Library activities represent approximately 285 hours divided amongst 3 staff to package the developed software for statewide dissemination and host an introductory webinar. Total contract not to exceed \$10,000.  
 BTC activities represent approximately 2080 hours divided amongst 3 BTC staff, to mentor 22 library staff trainers in delivering the Touchpoints training to 11 libraries and up to 275 staff, including facilitating 66 reflective practice calls. BTC to also present at the ELF Pre-Conference and library supervisor seminar. Total contract not to exceed \$95,000 inclusive of all staff time, associated service costs (e.g. webinars and conference calls) and travel costs.  
 CCC activities represent approximately 2080 hours divided amongst 7 CCC staff, to develop a school-readiness curriculum with 12 staff from 6 pilot libraries, provide the pilot libraries with direct implementation training, and create a toolkit for statewide dissemination. CCC will also present at the ELF Pre-Conference. Total contract not to exceed \$95,000 inclusive of all staff time, associated service costs (e.g. webinars and conference calls) and travel costs.

|   |                  |                 |                  |                  |
|---|------------------|-----------------|------------------|------------------|
| <b>Project Total</b>  | \$364,120        | \$39,600        | \$282,198        | \$685,918        |
| <b>Indirect Cost Rate Applied</b> 10 % <b>Indirect Cost</b>   | \$36,412         | \$0             | \$0              | \$36,412         |
| Check one:<br><input type="checkbox"/> No Indirect <input type="checkbox"/> Federally negotiated indirect cost rate * <input checked="" type="checkbox"/> Indirect proposed cost rate *<br>* please attach supporting documentation if required |                  |                 |                  |                  |
| <b>Description:</b> Indirect costs include cost for administrative and fiscal staff, workspace, utilities, internet, IT support, office supplies and use of equipment.  |                  |                 |                  |                  |
| <b>Grand Total</b>  | <b>\$400,532</b> | <b>\$39,600</b> | <b>\$282,198</b> | <b>\$722,330</b> |

**ELEMENT 6: ATTACHMENTS**

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

**ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2016/17**

**Check the Appropriate Library Type**

- Public Library**       **Academic**       **K-12**       **Multi-Type**       **Special/Other**

As the duly authorized representative of the applicant public library, public elementary school library or public secondary school library applying for LSTA funding, I hereby certify that the library is (*check only one of the following boxes*)

**A.  An individual applicant that is CIPA compliant.**

The applicant library, as a public library, a public elementary school library or public secondary school library, has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.

**B.  Representing a group of applicants. Those applicants that are subject to CIPA requirements have certified they are CIPA compliant.**

All public libraries, public elementary school libraries, and public secondary school libraries, participating in the application have complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. The library submitting this application has collected Internet Safety Certifications from all other applicants who are subject to CIPA requirements. The library will keep these certifications on file with other application materials, and if awarded funds, with other project records.

**C.  Not Subject to CIPA Requirements.**

The CIPA requirements do not apply because no funds made available under this LSTA grant program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

Califa Group  
Library/Organization

Early Learning with Families (ELF) Statewide Initiative:  
Year 4  
Project Name

Susan H. Hildreth  
Library Director Name

Executive Director  
Title

\_\_\_\_\_  
Library Director Signature

\_\_\_\_\_  
Date