Attachment 1

Grant Document 13-09-4p

**Full Grant Proposal**
**Library Services and Technology Act FFY 2013**

This form is available for download on our web site via: http://www.oregon.gov/OSL/LD/grantmainalt.shtml. Use 12 point Times New Roman, with one inch margins. Do not alter the format of this form. The deadline for receipt of the Project Proposal is **5:00 pm on Friday August 10, 2012.**

**Part I: General Information**

1. **Project title:** Project Ready to Learn
2. **Applicant:** The Ready to Learn Coalition (Pendleton Public Library; Hermiston Public Library; La Grande Public Library; Baker Public Library; Enterprise Public Library; Grant County Library, EOU, Pierce Library, the Oregon College Savings Plan and the InterMountain Education Service District).
3. **Address:** Pendleton Public Library
   502 SW Dorion Ave.
   Pendleton, OR 97801
4. **Contact person:** Kat Davis (Pendleton Public Library) Phone: (541)966-0385

   Ami Muilenburg (Intermountain ESD) Phone: (541)966-3142

   **Email:** kat.davis@ci.pendleton.or.us; ami.muilenburg@imesd.k12.or.us
5. **Fiscal agent (if different than applicant):** Intermountain ESD
6. **Project URL (if any):**
7. **U.S. Congressional District:** District 2
8. **DUNS number:** 622716173
9. **List geographic target area to be served by the project:** Umatilla County, Union County, Baker County, Wallowa County, Grant County.
10. **Estimated number of persons benefiting from the project:** Approximately 13,200. This is the number of children in the target age group plus a minimum of one participating parent or guardian. The objective for year one is to register 35% of children in the area served.
11. **Description of persons benefiting from the project:** Children from birth to age five and their families.
12. **List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants.**
    Pendleton Public Library
    Hermiston Public Library
    Baker Public Library

Cook Memorial Public Library (La Grande)
Enterprise Public Library
Grant County Library
InterMountain Education Service District
Pierce Library, Eastern Oregon University
Oregon College Savings Plan, Oregon Treasury

13. **Project abstract (one paragraph):**

This pilot program will be run by a coalition of public libraries and partners in a five-county area of rural Eastern Oregon. It will (1) incentivize and improve pre-kindergarten readiness while establishing planning for college as a fundamental part of early learning and (2) provide measurable data on the impact that public library visitation, borrowing, and children's program attendance has on a child's early literacy development. A "Ready to Learn Card" will be issued to parents of children from birth through age five in a process similar to getting a library card. This process will also create an Oregon College Savings Plan account in the child's name. Each time the card is used in a library activity such as to check out materials or attend a story program, $0.02 will be credited for deposit in the child's Oregon College Savings Plan account. At entry into kindergarten, all children will take a standardized, kindergarten readiness assessment. An amalgamation of results from Ready to Learn participants will be compared against non-participants to determine the program's impact. This project directly addresses the new p-20 seamless education goals of Oregon by connecting the dots between two points in the educational continuum where efforts have been shown to yield the strongest positive results and return on investment: pre-kindergarten readiness and entry into college.

14. **Provide the text of the single most relevant goal from the *Five-Year State Plan 2013-2017* that will be addressed by the grant project.**

Goal #1: Provide access to information resources and library services

15. **Briefly describe how the LSTA project will continue after the grant ends, especially noting local support.**

The desired outcome of Project Ready to Learn is improved kindergarten readiness and a child's readiness to learn. Integral to the project is an evaluation of the impact of integrated early education, coordinated by multiple community organizations, bolstered by incentives and universally accessible through libraries on kindergarten assessment results. Effectively aligning early education with the public k-12 system is core to Oregon's education reform efforts. If evaluation and analysis of the data shows a significant improvement, this project could be considered for expansion and replication in other areas of the state. Since it builds on services already being provided, ongoing costs will be minimal. The cost of this project is primarily in two areas. The first is for coordination, oversight and evaluation of the project including the alignment of learning activities to support kindergarten readiness, facilitating collaborative relationships between grant and community partners, assisting in the development of new processes and procedures, and completing the analysis. Once the structure is in place, this work will continue to be carried on by the participating organizations. The second expense is to cover the "incentive funding" built into the process for use of the Ready to Learn Card. The project will include an assessment of options for sustaining this support including local charitable contributions; corporate sponsorship; and public funding. Recommendations will be included in the final report.

16. List letters of support for the project (name, affiliation) that are attached to this application. Do not include letters from project partners listed in #11.

Superintendents of School Districts in Eastern Oregon.
Kay Bennett, Early Childhood Care Provider, Hermiston Library Board
Ann Doherty, Retired Teacher, Hermiston Library Board
Walt Wegener, Superintendent, Baker 5J School District
Betty Palmer, Principal, South Baker Elementary School, Baker City
Maria Weer, Regional Coordinator Reading for Healthy Families
Rachele Johnson, Kindergarten Teacher and Pendleton Library Board Chair
Susan Polumsky, Director, Wallowa County Library
Glenda Mielke, Kindergarten teacher
Rheadean Hays, Early Literacy Coordinator
Scotta Callister, Chair Library Advisory Board
Traci Unterwegner, Library Foundation Board
Cathy Wamsley, Executive Director, Umatilla Morrow Head Start

**Local funding/in-kind verification letters:**
Mark Mulvihill, Superintendent IMESD
Michael Parker, Executive Director, Oregon 529 College Savings Network
Kevin Campbell, CEO, Greater Oregon Behavioral Health, Inc

PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT THE ANTICIPATED LENGTH OF YOUR GRANT PROJECT:
(Check applicable boxes)

| | | | | |
|---|---|---|---|---|
| THIS IS THE | ☒ 1st YEAR | OF A | ☐ | ONE YEAR GRANT PROJECT |
| | ☐ 2nd YEAR | | ☐ | TWO YEAR |
| | ☐ 3rd YEAR | | **xx** | **THREE YEAR** |

For projects that are multi-year be sure to include an estimate of the funds anticipated to be needed for the future years in the budget discussion.

THIS IS PRIORTY __1__ OF THIS ORGANIZATION'S PROPOSALS

**Part II: Project Budget**

Proposed project budget (use this format only – do not alter):
*(Double click on the table to enter data. Before closing the table, be sure to scroll to the top of it)*

| Item | Local Cash | Local In-Kind | LSTA | TOTAL |
|---|---|---|---|---|
| Personnel | | $36,990 | | $36,990 |
| Benefits | | $26,730 | | $26,730 |
| Travel | | $4,320 | $34,965 | $39,285 |
| Equipment | | | | $0 |
| Supplies | $50,000 | $5,000 | $26,000 | $81,000 |
| Contractual | | $2,200 | $125,704 | $127,904 |
| Library Materials | | | | $0 |
| Total Direct Charges | $50,000 | $75,240 | $189,669 | $314,909 |
| *Indirect Charges*** | | | | *$0* |
| **Total Budget** | $50,000 | $75,240 | $189,669 | $314,909 |

*** If requesting indirect charges, you MUST attach the relevant portion of a current federally-approved indirect cost plan.*

Proposed second year LSTA amount: $170,000 Proposed third year LSTA amount:$170,000

**Part III: Project Narrative**
(Attach additional pages. See the criteria for grant proposal evaluation in the Grant Guidelines as well as the Grant Application Instructions for more information on this section.)

*A. Background of Applicant (describe the agency's ability to undertake this project)*
Directors of the five, rural public libraries represented in this application have committed to the time and staff necessary to fulfill the objectives of the project. Library service is deeply ingrained in all of the communities with five of the six libraries serving their community for a minimum of 100 years. The combined service area represents approximately 100,000 people.

Hermiston Public Library Director Marie Baldo has managed three LSTA grant projects during her tenure. Baldo attended California State University Northridge and University of Southern California where she received a Masters in Library Science. She has served as Director of the Umatilla Public Library and Director for the Hermiston Public Library. As the Hermiston Director, she was awarded the honor of Oregon Librarian of the year in 2006 by members of the Oregon Library Association.

Pendleton Public Library Director Kat Davis has served libraries for 35 years. Davis attended Portland State University, receiving a Bachelor of Science degree in Integrated Science and a Certificate of Library Management from the University of Washington. Her library career includes working at Linfield College Library and as Director of the City of Tigard Public Library. She acted as chair, then Director of Libraries of Eastern Oregon and as Director for the Union County Library District Project, both multi-year, LSTA funded projects. She became Director of the City of Pendleton Public Library in July 2007.

The Cook Memorial Library (La Grande) Director Terri Washburn holds Master's degrees in Library and Information Science and Public Administration and Policy Analysis. She has 20 years of library experience at all levels with 10 of those years as Director. She received $750,000 in LSTA funds to study the creation of a two-county library district in Clatsop and Columbia Counties.

The Enterprise Public Library provides service throughout Wallowa County. Director Denine Rautenstrauch worked at the Ackerman School Library while finishing her degree at Eastern Oregon University and has since worked supporting rural public libraries for 24 years.

The Grant County Library is the youngest in the project area having served the county for 55 years. Vicki Waters, with degrees in Art and Accounting, has worked at the Grant County Library for 17 years, most recently as Director.

Baker County Library District Director Perry Stokes attended Boise State University, receiving a degree in History. He spent four years teaching in Japan before moving to Seattle and completing his Master's degree in Library and Information Science at the University of Washington. Stokes worked in the King County Library System prior to becoming director for Baker County Library District in 2007. In 2010 BCLD won a prestigious finalist prize from Library Journal for Best Small Library in America.

Additional library personnel working on this project include eight children's services specialists who have completed the Reading for Healthy Families training and one Reading for Healthy Families trainer. Several have also completed Focus on Children and Young Adults Institute retreats sponsored by the Oregon State Library.

InterMountain Education Service District will serve as fiscal agent. IMESD is the result of a merger between the Umatilla-Morrow and Union-Baker ESDs, completed on May 31, 2011. The resulting IMESD has served the children of Eastern Oregon since 1863. The IMESD has approximately 235 employees who serve nearly 23,000 students in 19 school districts throughout a four-county service area -- Umatilla, Morrow, Union and Baker counties. IMESD personnel include:

Dr. Mark Mulvihill, Superintendent of IMESD since 2008, was appointed by Gov. John Kitzhaber to serve on the newly-created Oregon Education Investment Board, which serves to create a streamlined PreK-20 education system in Oregon. Having earned his Master of Teacher Education from Eastern Oregon State College and a Doctorate of Education from Lewis and Clark College, he is currently serving as the President-Elect of the Oregon Association of ESDs and is a member of the Confederation of School Administrators Policy and Vision Task Force. His in-depth involvement with the current state-wide priority to create a seamless educational experience for children from birth to age 20 has enabled the Ready to Learn project to develop with an exceptional level of focus and applicability.

Ami Muilenburg, Special Education Director, earned a Bachelor's degree in Speech and Hearing Sciences from Washington State University, a Master of Teacher Education from Eastern Oregon University and obtained an Oregon Initial Administrator's license in 2012. Muilenburg has worked for InterMountain ESD holding numerous roles. Ami has also worked as a family advocate both in the Healthy Start Program and the local Head Start Program. She provided support to the Confederated Tribes of the Umatilla Indian Reservation during Even Start Literacy Program as the interim program director from 2002-2003.

The Steering Committee for this project will be comprised of the directors from Pendleton, Hermiston and Baker libraries, Early Education professionals at InterMountain Education

Service District (IMESD) plus key staff members from the Oregon College Growth Savings Plan, the Sage ILS (EOU) and the Oregon State Library.

Elizabeth Longwell, received a Bachelor's degree in Computer Science from Millersville State College (Pennsylvania) and has provided technology support for Eastern Oregon University since 1995. She was involved in crafting the initial partnership between EOU and nearby public libraries that has since grown to be the Sage System. Since its inception, she has served as Systems Administrator for Sage (formerly Pioneer), now a consortium of 77 member libraries in fifteen counties of eastern and central Oregon.

Oregon State Library Youth Services Consultant, Katie Anderson, will serve as project advisor and liaison between the project and OSL. She has a Bachelor's degree in elementary education from Gustavus Adulphus College and a Master's degree in library and information science from Emporia State University. Since she began working at the State Library (2006-present) she co-managed Reading for Healthy Families, the statewide early literacy training initiative Project Ready to Learn will build on, with the Oregon Commission on Children and Families. Reading for Healthy Families provided training in the *Every Child Ready to Read @ your library* early literacy curriculum to children's librarians and Healthy Start/Healthy Families Oregon home visitors, 23 of whom were from Umatilla, Grant, Baker, Union, and Wallowa counties.

*Detailed statement of problem*

The most crucial years for learning happen before a child reaches kindergarten. Numerous studies in the field of neurology (some of which became the basis for the acclaimed PLA program: Every Child Ready to Learn@ the Library) have shown that the brain of a child raised in an environment rich in language and learning opportunities will develop a more complex structure of neural pathways, laying the foundation for later educational success. The impact of early learning experiences is stronger in children of preschool age from homes affected by poverty, where opportunities for varied enrichment activities may be limited. In children younger than two, the impact of exposure to such activities shows positive outcomes across the economic spectrum. (Tucker-Drob, Psychological Science. 03-16-2012).

According to HB 4165/Early Learning Fact Sheet, "Oregon has more than 108,000 at-risk children under the age of six, and fewer than half of them get the nutrition, health care, or pre-school services they need to ensure they are ready for kindergarten. Further, early childhood programs often lack coordination and accountability, and are not integrated with the K-12 system."

In an effort to address the need for organized, high-quality, integrated early learning opportunities in Oregon, the state has created the Early Learning Council to "streamline and strengthen… programs for children from birth to age five and help more at-risk youth arrive in kindergarten with the skills and support they need to succeed in school."

Passed in March 2012, Oregon HB 4165 includes the goal of achieving a high-functioning, well-coordinated system of early learning programs to ensure children enter kindergarten ready to learn. However, reaching and assessing children in the pre-kindergarten age group presents a challenge. Publicly funded early learning programs serving specific needs in targeted

communities may connect with a portion of Oregon's preschoolers, but for most children in this age group the "agency" in charge of the first years of life is the parent and family.

Public libraries in Oregon have been serving families of all backgrounds and children of all ages for over 100 years. There are public libraries in almost every community in the state. Access to library resources and services are available without consideration of income or any other limiting factor. *Universal access to early learning programs through public libraries removes the barrier of needing to self-identify as disadvantaged.* Libraries know how to reach and work with parents and young children to foster a love of language and reading and to build early learning and social skills. Public libraries are experienced providers of outreach services – key for reaching children in informal daycare and privately run care centers or preschools. Yet for all the wonderful early education work being done, children are still reaching kindergarten without many of the basic skills needed to be successful as they begin their public school experience. While libraries work hard to ensure all children and their families have access to high-quality, language rich learning experiences, we have yet to directly connect library early learning services to kindergarten readiness and measure the outcome of our efforts.

Around the state, teams of early learning educators have been working to design a universal tool for assessing kindergarten readiness. The Early Childhood Working Group, facilitated by Early Childhood/ Early Childhood Special Education Evaluation professionals at InterMountain ESD has been at the forefront of leading a collaborative effort that includes libraries, kindergarten teachers, preschools and childcare providers in developing a kindergarten assessment based on "common core" learning components. Their resulting Kindergarten Readiness Assessment, released in May 2012 has been accepted as part of the state-wide kindergarten assessment tool development project.

B. *Describe the proposed solution that the project will implement. Indicate the project goal, and the quantified objectives that will be used to measure whether the goal is accomplished. Describe the activities that will be undertaken to meet each objective. (include timeline)*

Project Ready to Learn will address the issues of "coordination, accountability and integration with the K-12 system" referenced in the Early Learning Fact Sheet. It will join the egalitarian, universality of early learning opportunities available at libraries with the current education reform efforts targeting kindergarten readiness. The project's innovative method of incentivizing parent participation will link early learning activities with planning for college and normalize the expectation of college attendance for families across the socio-economic spectrum.

This will happen by simply expanding an existing process: issuing a library card.

A "Ready to Learn Card" will be issued to parents of children from birth through age five in a free, accessible and easy process, similar to getting a library card. The application process will be designed to accommodate the creation both a library account *and* an Oregon College Savings Plan account in the child's name. Each time the card is used in a library activity such as to check out materials or attend a story program, $0.02 will be credited for deposit in the child's Oregon College Savings Plan account. With community partnerships, the "Ready to Learn Card" may also be presented at participating local businesses for added discounts or other benefits. Examples could include discounts for certain items or free admission to activities.

The Ready to Learn partnership will maintain engagement of parents, community preschools and child care providers with monthly bi-lingual newsletters sent in English and Spanish. Mailings will contain research-based fun facts, ideas and resource information supporting early learning and healthy brain development. Libraries will reinforce key concepts at free story programs and parent education sessions. Ultimately, data collected by the libraries' existing checkout software will be used to evaluate whether regular library use and Ready to Learn participation results in children entering kindergarten assessed at higher levels as a group when compared to non-participants.

**GOAL: To provide measurable data on the impact of incentivized, cohesive, library-based early learning skills on the target outcome of improved kindergarten readiness**.

Prior to the start of the project, *using in-kind contributions of time and local cash*, the Project Team (comprised of library, EOU, IMESD and Oregon Savings Account staff), will complete the following tasks: *NOTE: An outline of the project structure is attached.*

- Establish an application process and procedure for issuing the Ready to Learn Card, specifically focusing on a) an easy experience for the public and library staff; b) security and accuracy for all information collected. c) plans for adequate training
- Review technical issues relating to the capture and analysis of data obtained from the project (Include Sage System, Oregon College Savings Plan and Intermountain ESD technical personnel)
- Obtain funds to initiate recruitment process (cost of postings/ advertisements) for contract positions; begin search process.
- Design the "branding" for the Ready to Learn project including cards, applications, information sheets, posters, postcards and other materials needed to promote the program.
- Create content for informational brochures.
- Design an outcomes-based evaluation process that will include an analysis of kindergarten readiness assessment data by number of "exposures" and number of years of participation. (Include professors for overview and recommendations)
- Initial contacts with hospitals, health centers and community partners will be made to inform them of the project; the project coordinator will follow up when selected.
- Prepare and issue a request for proposals for the selection of a qualified project coordinator and field staff.

**Year One**

OBJECTIVE: By January 2014, 35% of eligible children will participate in the Ready to Learn program, or have declined participation.

(1) By February 2013, select project coordinator and field staff. EOU Sage partners will begin modification of Evergreen software to facilitate collection of usage data and export in optimum format for use by IMESD and OCSP.

(2) By March 2013, translate all promotional materials into Spanish.

(3) By April 2013, staff at five participating libraries will have the materials needed to initiate the Ready to Learn project.

(4) By May 2013, staff at five libraries will have received training in aligning programs to Common Core learning components.

(5) By May 2013, staff at five participating libraries will be trained in all procedures for correct implementation of the Ready to Learn project

(6) By May 2013, a marketing campaign will be launched to coincide with the beginning of the Summer Reading season. (on-going)

(7) By June 2013, the first Ready to Learn cards will be issued.

(8) By August 2013, apply for year two LSTA funding.

(9) By December 2013, an evaluation of the first six months of registration will be completed.

(10) By January 2013, complete a progress review. Evaluate and adjust marketing efforts and procedures as needed.

(Information beyond year one is included to provide an overview of continuity for the LSTA Review Council – we will reapply each year.)

**Year Two**

OBJECTIVE: By January 2015, 45% of eligible children will participate in the program, or have declined participation.

(1) By February 2014, the Ready to Learn Card experience will include a minimum of two additional incentives from community business partners.

(2) By May 2014, kindergarten assessments of first year participants will be completed and compared to non-participants. [Note: Assessments may be administered in September. This timing is still being debated at the state level by the Oregon Education Investment Board].

(3) By June 2014, an evaluation of the first 12 months of registration will be completed.

(4) By August 2014, apply for year three LSTA funding.

(5) By December 2014, an evaluation of 18 months of registration will be completed.

**Year Three**

OBJECTIVE: By January 2016, 55% of eligible children will participate in the program, or have declined participation.

(1) By February 2015, an analytical report based on the initial 18 months of registration will be circulated to library and education peers for comment.

(2) By May 2015, kindergarten assessments of two-year participants will be completed.

(3) By June 2015, an evaluation of two years of registration will be completed.

(4) By July 2015, funding will be identified for completing an additional two years of the project so as to evaluate a full "age 0-5 cohort".

(5) By September 2015, transition to the second stage of funding will begin.

(6) By December 2015, a written analysis of participation and results-to-date will be prepared.

Project Timeline and Expanded Activities (Year One)

**Month One (February):** Upon notification of fund availability, the Project Team will select a Project Coordinator and three Field Staff. The process for issuing Ready to Learn Cards will be reviewed at each library during on-site training sessions. Ready to Learn Cards and related promotional materials will be ordered using pre-determined design and branding elements.

**Month Two (March):** Process training will be completed. Content for newsletters will be developed by contracted workers and IMESD staff. Twelve monthly focus areas will be determined and shared with libraries. Training will begin on aligning story program content with Oregon Common Core Standards.

**Month Three (April):** Promotional materials will be distributed to libraries. Follow up contact will be made with hospitals, medical centers and community partners to distribute promotional materials and provide project updates. Any adjustments needed to Sage (Evergreen) ILS will be completed. LSTA reports submitted.

**Month Four (May):** Training for story program staff will be completed. Marketing campaign will begin.

**Month Five (June):** Libraries will begin distribution of Ready to Learn Cards. IMESD will distribute early learning tips newsletter to registered participants by email, electronic notification or US Mail. Weekly library programs will be aligned to monthly content to reinforce concepts. Field staff will begin weekly story programs for libraries without in-house children's staff. Skills will be taught to library-assigned personnel or volunteers. Weekly story programs and quarterly parent education programs aligned with Common Core and kindergarten readiness skills begin at all libraries.

**Month Six (July):** Monthly reports for participation (gross numbers for each participant) will begin to be sent from library ILS to IMESD. Supplemental "incentive" items from community business partners will be identified and attached to Ready to Learn Card use. LSTA reports submitted.

**Month Eight (September):** The first quarterly distribution of "incentive funding" will be received in participant accounts.

**Month Nine (November):** LSTA reports submitted.

**Month Eleven (December):** Initial data review will begin, examining the first six months of registration. Calculations and adjustments will be made for registration targets. Second quarterly distribution of "incentive funding".

**Month Twelve (January):** LSTA final narrative report submitted.

*C. Budget narrative*

**Personnel:**

In-kind For existing staff to receive training; present Ready to Learn programs; project coordination = **$35,640**

Details:

- Six libraries will have 19 persons trained in Ready to Learn card and account details. 19 x 2hrs x $15/hr = $720
- Six libraries will have 14 persons trained in Ready to Learn, Common Core alignment details. 14 x 3hrs x $20/hr = $840
- Six libraries will have staff available to present or assist at weekly children's programs. 6 x 52 wks x 2 hours x $20/hr = $12,480
- Six libraries will present two parenting classes each year. 6 x 12 x $20/hr = $1,440
- Eight Project Team members will attend 28 meetings during the design and implementation of the project. 8 x 28 x 3hrs x $30/hr = $20,160
- Two professors will consult with project team during the design and implementation of the project. 2 x 9hrs x $75/hr = $1,350

**Benefits:**

In-kind Average rate 0.75 x $35,640 = **$26,730**

**Travel:**

In-kind The combined distance for Project Team members to travel to meetings is 556 miles. If half of the 28 meetings are conducted remotely, 14 x 556 = 7,784 miles x $0.555 per mile **= $4,320.**

LSTA 1,500 miles/month at .555 per mile x 3.5 = **$34,965**

Details:

- (3) Three field staff will provide weekly activities at 11 sites in 3 large counties with an average of 70 miles between locations.
- Project Coordinator will travel in all five counties monthly to develop community business partners and promote the Read to Me program.

**Supplies:**

Local Cash — Registration giveaways (books, information) = **$15,000**. Contributions to Oregon College Savings Plan = **$35,000** (year 1).

In-kind — Paper and printing= **$5,000.**

LSTA — Set-up and produce new card/barcodes = **$11,000.**
Postage, phone app use: **$15,000.**

**Contractual:**

In-kind — Design, preparation and production work for cards, promotional materials, and customizable flyers for library use. (IMESD): **$2,200.**

LSTA — Project Manager, 1 FTE. Select and oversee field staff; staff to Project Team; Supplemental grant writing; Grant reports; Develop marketing campaign, maintain social networking materials, webpage, press releases and related materials. Oversee prep of newsletter content. Promote program to community organizations, parent groups. Work with private and government sources to plan for sustaining the project. = **$52,000.**

Field Staff: 1.5 FTE. $18.00/hr. Visit public libraries as needed to conduct story programs, parent education sessions and assist libraries aligning story programs. Site visits to childcare providers to present Ready to Learn programs for children or caregivers. = **$56,160.**

Tech Support. for ILS through Sage system = **$7,000**

Professional translation services = **$1,000**

Evaluation process design and review = **$3,000** (for preliminary results, year one)

Fiscal Administration Services. Fiscal services to include accounts payable, financial reporting, tracking and managing fund transfers for Oregon College Savings Plan and office support. = **$7,344**

**Indirect Charges:** -0-

*D. Evaluation method*

The goal of this project is to provide measurable data on the impact of incentivized, cohesive, library-based early learning skills on the target outcome of improved kindergarten readiness. To achieve this goal, data will be collected on the number and age of registered Ready to Learn project participants and the amount of "exposure" to the program components measured by uses of the Ready to Learn Card and total time enrolled in the program. Registration information shared with our education partner, the InterMountain ESD, will allow us to correlate this information with participant results on the Kindergarten Readiness Assessment compared to non-participants.

In addition to the evaluating the project outcome, statistics will be recorded for all output measures including the number of participant contacts (newsletter distribution), attendance at programs and "success stories" from each library.

Eastern Oregon University's Pierce Library is a partner in this proposal. Colleen Johnson, MLS, PhD, Professor of Economics; Carol Lauritzen, PhD, Professor of Education and Sharon Porter, MLS, Assistant Professor of Education, will provide oversight and guidance to the Project Coordinator in structuring the data analysis and preparing the reports. Specifically, they will meet with the project team prior to the beginning of the grant period to help ensure that numerical facts collected will allow a statistical analysis that addresses the specific outcome stated in the project goal. After the project begins they will consult with the Project Coordinator and review results periodically throughout the year. The first-year progress report will be prepared collaboratively by the professors and the Project Coordinator. (CVs are attached).

**Part IV: Certification of Application**

1. Documentation of project support. Partners listed in Part I, number 12 must sign. The grant applicant signs IV.3.d. If the fiscal agent is different than the applicant, they sign IV.3.e.

I HAVE READ THE PROPOSAL PRESENTED ON THE PRECEDING PAGES. I AM AWARE OF THE OBLIGATIONS THAT PARTNERSHIP IN THE PROPOSED PROJECT WOULD ENTAIL. BY MY SIGNATURE I CERTIFY MY ORGANIZATION'S COMMITMENT TO SUPPORT THE PROPOSED PROJECT AS DESCRIBED IN THE PRECEDING PAGES.

| *Name* | *Library/Organization* | *Signature* | *Date* |
|---|---|---|---|

*Signature sheets are attached.*

2. Certification for Children's Internet Protection Act

Public and public school library applicants, and consortia with public or school members **must** check one of the options below (a, b, or c).

| | |
|---|---|
| a. | The applicant public or public school library has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. Every computer connecting to the Internet, public and staff, is filtered. The filter can be disabled upon request of adults. |
| b. | ***(for consortia only)*** Prior to using any LSTA funds to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet for a public library or a public school library, the applicant consortium or group will collect and retain a duly completed Internet Safety Certification from every constituent public library or public school library in accordance with requirements of Section 9134(f) of the Library Services and Technology Act. Every computer connecting to the Internet, public and staff, is filtered. The filter can be disabled upon request of adults. |
| c. XX | The requirements of Section 9134(f) 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 costs associated with accessing the Internet for a public library or public school library that does not receive discounted E-Rate services under the Communications Act of 1934, as amended. |

3. Certification of the grant applicant and/or fiscal agent (if different than applicant)

a. I affirm that the jurisdiction or organization (henceforth, ORGANIZATION) is the designated fiscal agent for the project described in this application and is empowered to receive and expend funds for the conduct of the proposed grant project.

b. I affirm that the information contained in this application is true and correct and that the ORGANIZATION for which I am an official has authorized me to submit this application for LSTA grant funds.

c. I affirm that if this application were to result in the ORGANIZATION being awarded grant funds to carry out the project described in this application, that the ORGANIZATION would comply with all of the federal and state requirements for the administration of LSTA grants, including part IV.2 above and allowable costs described in Appendix B of the General Information and Grant Application Guidelines, Library Services and Technology Act.

d. Signature of grant applicant

_Kat Davis_____
Name of official authorized to enter into contractual agreements for the ORGANIZATION

_Library Director, City of Pendleton Public Library_____
Title

_____
Signature Date

kat.davis@ci.pendleton.or.us_____
Email

541.966.0385_____
Phone number

e. Signature of fiscal agent (if different than applicant or if applicant is not a 501(c)3 or legally established entity or if applicant does not have contract authority for the ORGANIZATION)

Mark Mulvihill_____
Name of official authorized to enter into contractual agreements for the ORGANIZATION
Superintendent, InterMountain Education Service District__
Title

_____*_____August 8, 2012
Signature Date

mark.mulvihill@imesd.k12.or.us_____
Email

541.966.3102_____
Phone number

* SEE ATTACHED LETTER FOR ORIGINAL SIGNATURE FROM FISCAL AGENT

**This form must be received at the State Library no later than 5:00 p.m. on Friday, August 10, 2012.**

**Faxed copies will not be accepted**. There are no exceptions. If requesting indirect costs, attach appropriate sections of a federally approved indirect cost plan.

Mail or deliver **one copy** of your application to:

Library Development Services
Oregon State Library
250 Winter St., NE
Salem, OR 97301-3950

As a courtesy, the State Library asks that you email an electronic copy of your proposal, in rtf or Word format, without letters of recommendation and appendixes, to *ann.reed@state.or.us*. This does not substitute for the signed, mailed copy.