CALIFORNIA STATE LIBRARY

LSTA COMPETITIVE GRANT APPLICATION
FY 2009/10

INSTRUCTION GUIDE

Introduction

Welcome to the FY 2009/10 LSTA Grant process. The following guide will provide you with all of the information you need to complete your grant application.

This Instruction Guide Contains:

Please be sure to read over this instruction guide carefully before you begin filling out the application. It is important that all of the instructions are followed. ***Incomplete applications will not be considered.***

Basic Overview

LSTA

The Museum and Library Services Act of 2003 federally mandates the support and development of museums and libraries nationally. Each year the California State Library receives a Library Services and Technology Act (LSTA) grant from the Institute of Museum and Library Services to support the development of California libraries.

The California grant program is based on the purposes of the Museum and Library Services Act, which include:

- Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
- Developing library services that provide all users access to information through local, State, regional, national, and international electronic networks;
- Providing electronic and other linkages among and between all types of libraries;
- Developing public and private partnerships with other agencies and community-based organizations;
- Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;
- Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

In accordance to the Museum and Library Services Act, California has a State Plan for LSTA (2008-2012) which outlines our goals, objectives, and evaluation process for the funding. This plan is developed every five years with input from the library community. The priorities of this competitive grant cycle are taken from the State Plan for LSTA. A copy of this plan is provided with this application for your convenience.

Application Instructions

The FY 2009/10 LSTA Competitive Grant Application is divided into the following 9 Elements:

1. Basic Information
2. Project Background and Summary
3. Planning and Evaluation
4. Grant Timeline/Activities
5. Budget
6. Attachments
7. Internet Certification for Applicant
8. Assurances
9. Certifications

Please read the instructions for each element carefully. It is important that you are as complete and concise as possible, so that the California State Library will understand your project fully.

Element 1: Basic Information
There are two sections under basic information: Applicant Information and Project Information. The first section (items 1-7) requires all of the basic contact information for the grant. The second section (items 8-15) provides an overview of important project information. The following are some important notes for each item.

Item #	Title	Notes
8	Project Title	A clear and descriptive title is important
9	LSTA Funds Requested	The amount of LSTA funding that is being requested for the project.
10	Local Match	The amount of local and in-kind funding your library system is contributing to the project.
11	Total Project Cost	Item #9 + Item #10 = the total cost of project
12	Federal LSTA Purpose	We have to report how projects relate to the Federal LSTA purposes. Please check the one that best describes your project.
13	California's FY 2009/10 Priorities	We also monitor how we are supporting the priorities from our LSTA State Plan. Please check all of the priorities that apply.
14	Number of persons served	How many people will use or directly benefit from your project? In most cases, this is not your entire population, so please be clear about the real number of people served.
15	Primary Audience	Please be sure to identify the audience(s) for this project. Check at least one and a maximum of three.
16	Signature	This signature certifies that the Director of the library or organization has read and supports this grant application.

Element 2: Project Background and Summary

<u>This element is limited to one page and 12 point font.</u> It is an opportunity for you to provide background on your library jurisdiction, how you identified a need for the project that you are proposing to be funded, how the project relates to your library jurisdiction's strategic plan, and what will be accomplished if you implement the project. It is very important to be clear and concise in this section because it is the introduction to your project.

Element 3: Planning and Evaluation

<u>This element is limited to two pages and 12 point font.</u> There are five items (A-E) for this element. Planning and evaluating is key to making a project successful. It is imperative that you take the time to provide information that demonstrates that your system has truly thought through all of the five items. The following are some important notes for each item.

Item #	Title	Notes
A	Project Purpose	The purpose statement should answer the following questions: We do what, for whom, for what expected benefit(s). **Example:** *The Springfield County Library's "It's Never Too Early" program will provide a series of structured activities (including story hours and developmental reading kits) for children ages birth to five and their parent/caregivers to increase the amount of reading time young children have with adults and enable pre-school children to start kindergarten on time.*
B	Project Activities/Methods	What activities or methods will be used to carry out this project? This item should describe the steps needed to reach the desired results. The overall timeline should tie in with this item.
C	Project Outputs	Outputs are measures of service or products provided. **Examples:** • *15 story hours will be held* • *50 children and caregivers will have participated* • *5 kits will be created and given to each branch*

D	Project Outcomes	Outcomes are changes in a target audience's skills, knowledge, behavior, attitude, and status or life condition. Outcomes are: • measurable; • stated in terms of who, what, when, and how much; • stated in terms of how they will be measured; • clear on how much change is expected; • stated in numerical terms. **Example:** *By August 31, 2004, 85% of parents/caregivers read to their children 5 or more times a week.* Use the <u>Do I have a Outcome Measurement Project?</u> worksheet (on pages 10-11) to determine if your project should include outcome(s). Complete and attached to Grant Application. **Measuring Your Outcomes** The <u>How Will You Measure Your Outcomes?</u> section (on pages 12-14) is designed to help you think about how best to gather data on your outcome. In the example above, one might use a pre and post surveys with parents/caregivers to determine if reading has increased.
E	This project will be successful if…	This is an opportunity to think about the end of the project. When the project is successful, how so? What does it look like?

Element 4: Grant Timeline/Activities

This basic table is designed to show the major project activities and when they begin and end. Simply list the activity and put an x in the boxes to indicate the months that the activity will be done. For example:

Activity	**2009**			
	July	**August**	**Sept**	**Oct**
Meet with children's librarians to create reading kits	**X**			
Order materials and put together reading kits		**X**	**X**	**X**

In the first example, there is only one meeting. In the second example it is an activity that will begin in May and be completed in July. The timeline should briefly tie into Element 2 and fully tie into Element 3 item B.

Element 5: Budget

The budget table is designed to provide detailed information about the requested funding. Please round all figures to the nearest dollar (ex. $100 instead of $99.95). There are several budget categories. The following describes what kinds of expenses should be put in each category.

<table>
<tr><th colspan="2">Category</th><th>Description</th></tr>
<tr><td colspan="2">Salaries & Benefits</td><td>List each staff member directly involved in the project (funding for staff can be included but only for the duration of the project).</td></tr>
<tr><td colspan="2">Materials</td><td>Books, periodicals, audiovisual formats, microforms, other library materials and computer software.</td></tr>
<tr><td colspan="2">Equipment</td><td>Any item which costs over $5,000 per unit.</td></tr>
<tr><td rowspan="3">Operating Expenses</td><td>Contracted Services</td><td>List each service that is provided under a contractual agreement. Contract services including database, reference services, publicity, maintenance of equipment and vehicles, building equipment lease and rental. Also, include expense for employees or consultants on contract.</td></tr>
<tr><td>Supplies</td><td>List office and library supplies.</td></tr>
<tr><td>Other Charges</td><td>Covers a variety of expenses. Includes travel (who is traveling and how costs are calculated); communication expenses, postage, photocopying, printing, continuing education, and small equipment costs if less than $5,000 per unit.</td></tr>
<tr><td colspan="2">Indirect Cost</td><td>Indirect cost of up to 10% of the total LSTA funds requested is available.
For example:
Project Total: $10,000
10% of Total: $ 1,000
Total Grant Request $11,000</td></tr>
</table>

Each budget category ***requires*** a brief explanation for the expenses.

The Local Match is the amount of funding and/or in-kind expenses that you will be putting toward this project with local funds.

It is important to put the amount of LSTA funding being requested in Column B, the Local Match for the expense in Column C. The total is calculated in Column D for each expense.

The budget is designed to produce grand totals for all expenses. Please be sure to check that everything has added correctly.

This element also requires you to briefly describe how this project will be financially supported in the future.

Element 6: Attachments
Attachments should provide supporting data for information provided in the narrative. Examples of attachments include:

- letter of support from individuals or groups directly involved in the project;
- a list of former grants received
- a list of contacts made or other projects visited
- citations from reports supporting the needs statement
- staff position descriptions
- sample evaluation tools
- other information that supports your grant narrative, e.g. information about research based models

Element 7: Internet Certification for Applicant
The California State Library is required by 20 U.S.C. Section 9134(b)(7) to provide assurance that we will comply with 20 U.S.C. Section 9134(f), which sets out standards relating to Internet Safety for public libraries and public elementary school and secondary school libraries that do not receive services at discount rates under Section 254(h)(6) of the Communications Act of 1934, and for which IMLS State Program funds are used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

The Library Director or appropriate authority as designated by the local government must sign this assurance.

Note: If you're applying for a consortium or multi-type library, you will need to ensure that all partners are complying with the Internet Certifications requirement.

Element 8: Assurances
This element includes additional assurances that are required at the State and Federal level for consideration and receipt of grant funding.

Element 9: Certifications
Please be sure to have the appropriate person in your organization sign the certifications page. In most cases, it will be your Director or another local official.

Application Submission

Please submit original and 3 copies by 4:30 p.m. on **December 20, 2009** to:

By Mail:
Attn: LSTA Grants – Competitive
Library Development Services
California State Library
P.O. Box 942837
Sacramento, CA 94237-0001

By Non-postal Delivery:
900 N Street, Library Development Services
Sacramento, CA 95814

By Fax*:
Attn: LSTA Grants – Competitive
916-653-5217

By Email*:
Send to Stacey Aldrich at saldrich@library.ca.gov

* If you fax or email your application, you will need to mail the signed certification pages to the address above. The signature pages will need to be received within 7 days of the faxed or emailed application.

DO I HAVE AN OUTCOME MEASUREMENT PROJECT?

A very simple way to look at an outcome measurement project is that it causes change in a target audience's skills, knowledge, behavior, attitude, status and/or life condition.

The following form is designed to help you determine if your project is suitable for outcome measurement (Element 3, D on LSTA application). Please complete this form and attach to your LSTA Competitive Grant Application.

Directions:

1. Discuss the following questions with your colleagues and decide if the answer is "Yes" or "No". Place an X in the appropriate box for each question.
2. When you are finished with each section, total the number of "Yes" answers in each section and record your answers on the Sub-total line.
3. When you have completed all four sections record the Sub-totals for each section in the Score box at the end of the form.
4. If 15 or more of the answers are "Yes", your project is well suited for OM. If not, you need not fill out Element 3, D on the LSTA application.

Purpose and Design of Project

YES	NO	
		1. Has the project been developed in response to an identified need?
		2. Can this project have a significant (not total) influence on the need?
		3. Is impact on the end user a major purpose of the project?
		4. Is the project more concerned with impact than with outputs?
		5. Is it more concerned with public service than with internal library operations?
		6. Is the project focused on effectiveness rather than efficiency?
		7. Is it focused more on users' benefit than users' satisfaction?
		8. Does the project – or a user's participation in it – have a distinct beginning and end?
		Sub-total

Users

YES	NO	
		9. Are users clearly defined?
		10. Do the users participate in a way that you can track their progress?
		11. Will users be willing to participate in an evaluation?
		Sub-total

Impact

YES	NO	
		12. Is the desired impact measurable?
		13. Will the impact be observable within the project year or beyond?
		Sub-total

Management, Staff and Stakeholders

YES	NO	
		14. Does the management and staff have a service or user orientation?
		15. Is there library leadership commitment to devote resources to outcome measurement and then to act on the results?
		16. Are the project stakeholders supportive?
		17. Will measuring outcomes provide useful feedback to improve the project?
		18. Will measuring outcomes improve accountability to library or stakeholders by demonstrating effectiveness?
		Sub-total

Score

YES	NO	SECTION
		Purpose and Design of Project
		Users
		Impact
		Management, Staff and Stakeholders
		TOTAL

Prepared by:____ Date:_______________

Adapted From Rhea Joyce Rubin. *Demonstrating Results: Using Outcome Measurement in Your Public Library.* ALA Editions, 2006.

HOW WILL YOU MEASURE YOUR OUTCOMES?

How will you see the changes in your participants? In order to demonstrate the impact of your program, you will need to measure the anticipated outcomes. What method will best capture what has happened as a result of your project?

First you need to consider what type of information you need to collect: factual or subjective? About attitudes or behavior? How often will you need to collect data? monthly? annually?

Next you must think about whether the information is already being collected by the library or by some other agency. If so, do you have access to it? Will it be reliable (consistent) enough for your purposes? Will it be valid (accurate) enough?

If you have to collect the data yourself, is an instrument (e.g. test or survey form) already available for you to use? What resources (e.g. expertise, staff time, money) are available?

Do you need to collect data before and after your program to document change? You probably will if you are expecting an increase in a behavior or attitude. If the participants are acquiring something new, though, you will not need a pre and post-test.

The two most important considerations are:

- Participation in the data collection activities (e.g. interview or survey) must be voluntary, and not required to receive the service
- Participants' privacy or confidentiality must be respected

The six most common data collection methods are:

1. Review of existing records
2. Surveys (in person or online)
3. Interviews (in person or by phone)
4. Self-report (written or oral)
5. Observation (by a trained and neutral person)
6. Tests

The following is an overview of these data collection methods with some questions to consider.

Review of existing records

Advantages**:** inexpensive; easy; unobtrusive to participants; good for behavior changes
Disadvantages: records may not define terms as you do; records may not be kept consistently
Caution: you may need consent of agency and/or participant

Questions:
1. Do existing records collect the information you will measure?
2. Can you get access to them?
3. Are they kept consistently?
4. Will you be able to get permission to use them?

Surveys (in person or online)

Advantages: excellent for changes in awareness, intention, and attitude; yields user's perspective
Disadvantages: responses may not be accurate or candid; language may be an obstacle; may be difficult to get enough responses to be valid (over 50%)
Caution: the initial creation and testing of survey form can be expensive

Questions:
1. Will participants be able to understand a written form?
2. Will they be able to respond in writing?
3. Will they be willing to answer your questions honestly?
4. Will they be able to answer accurately?

Interviews (in person or by phone)

Advantages: yields user's perspective; allows follow-up questions
Disadvantages: responses may not be accurate or candid; labor-intensive; expensive to do and to analyze
Caution: interviewers must be well-trained

Questions:
1. Do you need information from the participants' perspective?
2. Do you need to ask open-ended questions?
3. Will participants be willing to be interviewed?
4. Will participants be able to respond to an interviewer?

Anecdotal Self-Report (written or oral)

Advantages: excellent for attitude change; inexpensive to collect; allows participants to express themselves
Disadvantages: reports may not be accurate or candid; expensive to analyze; language may be an obstacle
Caution: may be difficult to get users to participate

Questions:
1. Do journals or other written assignments fit your program?
2. Will the participants be willing to self-report?
3. Will participants be able to self-report?
4. Will you be able to get what you need from their reports?

Observation (by a trained and neutral person)

Advantages: excellent for skills; avoids self-report bias; may be unobtrusive to participant
Disadvantages: you may need consent of participant; a protocol and reporting form must be created
Caution: observers must be carefully selected and well- trained

Questions:
1. Are you measuring an observable skill or behavior?
2. Will there be an opportunity for observation?
3. Will the participants be comfortable being observed?
4. If not, can someone observe covertly?

Tests

Advantages**:** excellent for skills; inexpensive to collect and analyze; forms may be available
Disadvantages**:** only appropriate for changes in knowledge or skill; language may be an obstacle
Caution: the initial creation and testing of test can be expensive

Questions:

1. Are you measuring changes in skill or knowledge?
2. Are there existing tests you can use?
3. Will participants be willing to take the test?
4. Will they be able to take a test orally or in writing?

Whenever possible, use the *most direct* method possible. For knowledge or skills, this may be tests or observation. For attitude change, this may be self-report or interview. For behavior, this may be records or tests.

Adapted From Rhea Joyce Rubin. *Demonstrating Results: Using Outcome Measurement in Your Public Library.* ALA Editions, 2006.

Doc.#13240