



**MULTNOMAH COUNTY  
AGENDA PLACEMENT REQUEST  
NOTICE OF INTENT**

(revised 03/25/11)

**Board Clerk Use Only**

**Meeting Date:** 8/4/11  
**Agenda Item #:** C.2  
**Est. Start Time:** 9:30 am  
**Date Submitted:** 7/19/11

**Agenda Title:** **NOTICE OF INTENT to Apply for a Library Services & Technology Grant from the Oregon State Library for “Listos para Aprender” (Ready to Learn)**

*Note: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide a clearly written title sufficient to describe the action requested.*

<b>Requested Meeting Date:</b>	<u>August 4, 2011</u>	<b>Amount of Time Needed:</b>	<u>Consent calendar</u>
<b>Department:</b>	<u>Library</u>	<b>Division:</b>	<u>Neighborhood Libraries</u>
<b>Contact(s):</b>	<u>Becky Cobb</u>		
<b>Phone:</b>	<u>503/988-5499</u>	<b>Ext.</b>	<u>85499</u>
<b>Presenter Name(s) &amp; Title(s):</b>	<u>N/A</u>		
	<b>I/O Address:</b>	<u>317/Admin</u>	

**General Information**

**1. What action are you requesting from the Board?**

Request approval to apply for a Library Services & Technology Act (LSTA) grant through the Oregon State Library for a one year grant that will make the Library’s Spanish storytimes more culturally appropriate programs that enhance the development of literacy among young Spanish-speaking children ages three to five, and empower parents by raising their awareness about ways to help their children get ready for school.

**2. Please provide sufficient background information for the Board and the public to understand this issue. Please note which Program Offer this action affects and how it impacts the results.**

With Multnomah County’s increasing diversity, there are measurable differences in educational outcomes based upon race and ethnicity. Latino children are underachieving at disproportionate rates. In 2010, Portland Public Schools, the largest district in Oregon, released a report about kindergarten readiness. Data collected in 2009 showed that only 55% of Latino children were ready for school as compared with 83% of White children, a 28% achievement gap that is the largest among all ethnic groups. Further, Portland Public Schools reports that this gap widens to 39% by the time Latino children reach third grade.

Children's early experiences with books are among the most significant indicators for their success in learning to read in school, and supportive efforts that begin very early in life are the most successful. Children whose parents read to them become better readers and perform better in school.

Although Multnomah County Library has significantly expanded its Spanish language programming and developed a Spanish language website that parallels the English version, attendance at Spanish storytimes (presently offered once a week at five library locations) is very low; the average attendance at Spanish storytimes in 2010 was seven as compared to an average attendance of 25 at storytimes in English. Despite the high value placed on education by the Latino community, a number of studies have also found that Latino families are less likely to read books and share stories with their children than parents from other ethnic backgrounds. This is a significant finding, given that book reading and storytelling are considered measures of language and literacy engagement—two important behaviors related to children's developmental outcomes. Evidence suggests that many Latino families do not realize the impact that early literacy has on education or what they can do to help their children get ready for school.

To accomplish the goal of creating more culturally appropriate programs for literacy development and parent awareness, library staff will hire a part-time bilingual outreach specialist to conduct outreach to the Latino community and coordinate a pilot program at three neighborhood libraries that will include family activities, literacy-related parent education, and storytimes.

**3. Explain the fiscal impact (current year and ongoing).**

The total budget for this one year project is \$73,623.

**4. Explain any legal and/or policy issues involved.**

None.

**5. Explain any citizen and/or other government participation that has or will take place.**

Outreach will be conducted to the Latino community to get input and to promote the pilot program.

## ATTACHMENT A

### Grant Application/Notice of Intent

If the request is a Grant Application or Notice of Intent, please answer all of the following in detail:

- **Who is the granting agency?**  
The Oregon State Library is the granting agency.
- **Specify grant (matching, reporting and other) requirements and goals.**  
Local matching support for grant projects funded from LSTA sources is not required by federal or state regulations. However, cash and/or in-kind support is expected as evidence of local commitment to the project objectives. Quarterly progress reports are required, with a full report at the end of the project.
- **Explain grant funding detail – is this a one time only or long term commitment?**  
This is a one year project. The total budget is \$73,623 with \$28,503 in local in-kind and cash (personnel and miscellaneous expenses), and \$44,820 requested in LSTA funds.
- **What are the estimated filing timelines?**  
The full grant proposal is due August 12, 2011.
- **If a grant, what period does the grant cover?**  
The grant will begin on February 1, 2012 and end on January 31, 2013.
- **When the grant expires, what are funding plans?**  
The results of the pilot project will be used to improve the library's current programs for Spanish-speaking children and parents.
- **Is 100% of the central and departmental indirect recovered? If not, please explain why.**  
Indirect charges will be covered by the LSTA funds.

## ATTACHMENT B

### Required Signatures

Elected Official or  
Department/  
Agency Director:



Date: July 18, 2011

Budget Analyst:



Date: 7/18/11

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