Appendix E
Received _____
Proposal # _____

Full Grant Proposal
Library Services and Technology Act FFY 2010

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. The deadline for receipt of the Project Proposal is **5:00 pm on Friday August 14, 2009.**

Part I: General Information

1. Project title: Bridging the Gap: Gaming for All Ages through the Public Library
2. Applicant: Tigard Public Library
3. Address: 13500 SW Hall Blvd, Tigard, OR 97223
4. Contact person: Margaret Barnes, Library Director Phone: 503-718-2501
   Email: ___Margaret@tigard-or.gov_____
5. Project URL (if any): _____
6. U.S. Congressional District: __1st district_____

7. List geographic target area to be served by the project: City of Tigard and Tigard Public Library service area surrounding it in Washington County

8. Estimated number of persons benefiting from the project: 25,475 teens, baby boomers/seniors, and families with young children within the service area.

9. Description of persons benefiting from the project: Teens aged 11-18 attending local private schools, public schools and homeschools, families with young children, and baby boomers/seniors aged 55 and up will benefit.

10. Participating libraries and other partners (if any). Note that all participating organizations must also sign section IV: None.

11. Project abstract (one paragraph): "Bridging the Gap" emphasizes 21st century literacy and the role of the library as a community hub. The project consists of two game-themed series to be held over a period of 12 months. *Series one*: six events for boomers/seniors emphasizing stimulating, knowledge-based board games, and video games with social components and light physical activity, such as bowling and golfing simulations on the Nintendo Wii game console. Teen volunteers and teen relatives of the participants will be invited to assist and participate, making these intergenerational events. *Series two*: twelve events for teens, young adults and families introducing participants to social, strategy, narrative, knowledge and action games, including board games, role playing games, and electronic games in those genres. Librarians will promote library resources and services at these events via related booktalks, bibliographies, and book displays with themes that correspond to each particular event, thus enhancing the programs.

12. List the text of the single most relevant goal and high-level outcome from the *Five-Year State Plan 2008-2012* that will be addressed by the grant project:
Goal #6: Positioning Libraries to Help Build Strong Communities. Oregon libraries are centers of community life where Oregonians connect with information resources and each other. High Level Outcome: Communities are strengthened as libraries become centers of community life.

13. Briefly describe how the LSTA project will continue after the grant ends, especially noting local support:
The most successful events and programs of our project will be incorporated into our regular schedule of programs, which is supported by the goals of the Library's Strategic Plan. The City of Tigard's Information Technology department maintains library computers, and any needed replacement and upgrading of equipment and software will also be incorporated into our regular equipment, software, and programming budget

14. List letters of support for the project (name, affiliation) that are attached to this application. Do not include letters from project partners listed in #10.
1) Letter of support from Julia Rogers, Teen Library Council member.
2) Letter of support from Savannah Parent, teen library user.
3) Letter of support from Senior Adult Paul May

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		☐	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.

OF THE APPLICATIONS SUBMITTED BY THIS AGENCY, THIS ONE HAS A PRIORITY OF: _1____.

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		$920		$920
Benefits		$120		$120
Travel		$20		$20
Equipment		$27,260	$4,675	$31,935
Supplies		$500	$250	$750
Contractual				$0
Library Materials				$0
Total Direct Charges	**$0**	**$28,820**	**$4,925**	**$33,745**
Indirect Charges	$0	$0	$0	$0
Total Budget	**$0**	**$28,820**	**$4,925**	**$33,745**

Proposed second year LSTA amount: __N/A___ Proposed third year LSTA amount: __N/A__

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)
Tigard is a livable and affordable community located in southeast Washington County, 15 minutes from downtown Portland. Since 1976, Tigard Public Library has participated in a cooperative agreement with Washington County for the provision of library service to all county residents. Tigard Public Library is a department of the City. The Library promotes reading and provides materials in all formats to meet residents' needs. The Library has 87 computer stations available for public use as well as wireless access. In 2007, the Library hosted 193 special events for children, teens, and adults. The Library's current program offerings include basic computer instruction classes and a small gaming program for teens, run by the Library's two young adult librarians.

B. Detailed statement of problem
Tigard Public Library currently serves an age-diverse population through a wide variety of programs. However, attendance at some library programs and other local events for teens, such as the City's Youth Advisory Council events, has decreased. In 2007-08, only 1,060 of Tigard's 7,127 middle and high school students attended a library program. A 2009 patron survey performed by Washington County Cooperative Library Services reported that elders were an underserved segment of our county, with a library penetration rate of 27% of the estimated 3,693 in our service area. We have provided outreach to only two of several assisted living facilities in the community, and those we have contacted have expressed an interest in more activities. While Tigard has a range of economic groups, 5,238 of 16,499 households were reported as having a total income of less than $35,000. Other than the City's Senior Center (across the street from the Library) and the Tigard Skate Park (within a block of the Library), there are few venues in Tigard that offer free and safe recreational

opportunities for seniors and teens. The City does not have a traditional recreation department, though the Tigard Youth Advisory Council periodically holds events for youth and often partners with the Library. The Library is an important source of recreational opportunities for teens. Conventional teen and senior programming has not sufficiently accomplished the outcomes identified in the current Library Strategic Plan to "fulfill the community's appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences."

Anecdotal evidence from other libraries experimenting with teen and senior gaming, including libraries within the Deschutes, Linn-Benton and Multnomah County systems, suggest that gaming programs attract teens and seniors, who together account for about one third of Tigard's entire population. Gaming has a long history in libraries, which, according to a July, 2009, article in *American Libraries*, dates back to at least the 19th century when librarians began to use games as a way to increase and improve services to children, often inventing games to teach young people how to use library collections. (Pierce, Jennifer Burek. (2009, June/July). What's old is new again. *American Libraries, 38(6&7)*, 83.) Today, new gaming formats and studies have gradually led to new understandings of the value and utility of games in informational and educational environments. The cooperative social nature of both traditional and electronic games is an essential ingredient to building community. Gaming events increase the library's role as a community hub, provide a safe, positive space for teens and adults, and have the capacity to bridge generational and cultural gaps. In addition to these social benefits, gaming is associated with cognitive benefits, critical thinking, and 21st century literacy skills. Many practitioners and researchers have noted and studied the correlation between gaming and both cognitive and social development, and some have even gone so far as to tie gaming in with school curriculum. Brian Mayer, library technology specialist for the School Library System of Genessee Valley, New York, has meticulously connected learning objectives from the ALA's American Association of School Libraries' *Standards for the 21st Century Learner* to popular electronic games that can help fulfill those objectives.[1] Paul Waelchli, assistant director for instruction and public services at University of Dubuque, has also made links between ACRL information literacy objectives and gaming.[2]

An expanded gaming series that targets teens, boomers/seniors, and families will bring in new users who will have the opportunity to see how the library may be relevant to them. As the American Library Association's online toolkit *The Librarian's Guide to Gaming* explains, "Libraries have provided collections, programs and services in support of traditional literacy skills for centuries. Today, ideas of what literacy is include digital, information and communication technology (ICT), media, programming, and visual. Reading and understanding information is vital. In all these literacies, users are required to produce new knowledge from their informed conclusions and to share that new knowledge with their

[1] (Mayer, B. (2008, February 11). Gaming, school libraries, and the curriculum. Message posted to http://librarygamer.wordpress.com/2008/02/11/gaming-school-libraries-and-the-curriculum/)
[2] (Waelchli, P. (2008, January.) ACRL info lit indicators and video games. Message posted to http://researchquest.blogspot.com/2008/01/acrl-info-lit-indicators-and-video.html).

communities."[3] Dr. Scott Nicholson's survey of libraries, *Library Gaming Census Report*, found that more than 300 libraries reported six common positive outcomes for gaming programs. (Nicholson, S. (2009). Library gaming census report. *American Libraries 40*(1/2), 44.) The outcomes included improvements to the reputation of the library, users who attended the gaming programs returning for other non-gaming related library services, users attending the gaming programs who also used other library services while there, users attending the events with friends and improving their social connection with those friends, users improving their social connections with previously unknown members of the community, and additional publicity for the library. A 2008 Pew Research Center national study, *Teens, Video Games, and Civics*, found that gaming provides a "significant amount of social interaction and potential for civic engagement" and "more than a third of gamers (36%) read websites, reviews, or discussions related to games they play. Another 12% of gaming teens contribute to these sites, write reviews, and participate in rhetoric about games they play.[4] Gaming programs promote the sort of problem solving, critical thinking, and technological, interpersonal and literary fluency that our 21st century requires, and offer the opportunity to draw the teen and young adult demographic that is traditionally less likely to be attracted to the library. Gaming also provides an innovative way to engage boomers/seniors in the library and to make the library the "third place" between work and home with new and exciting programs.

C. Goal, quantified objectives, and activities to address problem (include timeline):
The proposed game series aims to stimulate creative and strategic thinking, improve technological literacy, build community, and expose new segments of the library's service population to library resources and services.

Progress towards this goal will be evaluated in relation to the following objectives:

Attendance should increase by 25% from the first half of both series to the second half (for example, total attendance in the last 3 months of the boomer/senior game series should be 25% greater than the total attendance in the first 3 months). Participants should also report a high level of satisfaction with the programs, an interest in participating in future game-themed events, an increased level of confidence with video game mechanics, and a greater familiarity with the library.

By the end of February of 2010 the library will have purchased games and video game equipment, and staff training sessions to familiarize program hosts with the video game equipment will be held prior to the first game-themed program in March 2010. Over the course of the 11 months from March 2010 to February 2011, the library will plan, promote, and conduct 12 game-themed programs for teens, families and adults, and 6 game-themed programs for boomers/seniors.

---

[3] (American Library Association (n.d.). *What is the connection between literacy and gaming.* Retrieved July 10, 2008, from http://www.librarygamingtoolkit.org/literacy.html).
[4] (Lenhart, A. et al. "Teens, Video Games, and Civics." Pew Internet & American Life Project. September 16, 2008. http://pewresearch.org/pubs/953/teens-video-games-and-civics)

For the boomer/senior audience, the adult services library staff will offer a selection of mentally stimulating board and card games of varying difficulty, video game golf, and bowling simulations, a series of fitness video games played with the Nintendo Wii game console, and the opportunity to try a variety of other gaming platforms. The relatively intuitive Nintendo Wii presents an appropriate degree of technological and physical challenge to most boomers/seniors, and the cooperative, strategic, or simply pleasurable nature of the games stimulates high-order thinking skills and social engagement. A display of related books (e.g. exercise programs, or chess strategy) will be available for check-out, and the program host will promote other library programs and services with an introductory talk and a spread of brochures.

The teen and family audience targeted for the 12-program series will have a more varied experience. Each program will be drawn from these 6 general categories:

- Strategy games. This category includes many classic board games such as chess, and popular newcomers like Settlers of Cataan. Many strategically challenging video games such as Portal, World of Goo, and Civilization, also belong in this category.

- Narrative games. This category includes role playing games such as Dungeons and Dragons, but also murder mystery games, and story-based treasure hunts. These games elicit creativity, and are dependent on negotiation and cooperation.

- Action games. This category includes carnival-style games and a wide array of video games, most notably racing games like Mario Kart. The popularity of these games and their cooperative nature makes them an effective community building activity.

- Knowledge games. This category includes multiplayer trivia games such as board games, video games, and large game show events. These games are the most closely aligned with traditional library services, and are particularly well-suited to promote library-literacy.

- Party games. This category includes "ice-breaker" games such as Twister and Charades, as well as cooperative video games like Guitar Hero. These games require few specialized skills to participate, and stimulate informal social interaction.

- Game creation and reviewing. This activity involves creating a game with pen and paper or with free software, and may also include a critical review of some commercial games which will be posted on our teen blog. Strategic and critical thinking are required for both activities, and participants will have the opportunity to create content rather than simply interacting with it.

The *State of the Video Gamer* Nielsen Report states that adults compose a significant portion of the gaming population in the United States.[5] In an effort to gauge their interest in library-

[5] (The Nielsen Company. (April 6, 2009). *The state of the video gamer*. Retrieved from http://blog.nielsen.com/nielsenwire/wp-content/uploads/2009/04/stateofvgamer_040609_fnl1.pdf)

hosted game events, at least one of these 12 programs is to be a computer game event specifically designed for and marketed to adults.

As with the 6-event series focused on boomers/seniors, the 12-program series focused on teens and families will also include an outreach component with a brief introduction and library brochures. Book displays will be a feature of the game programs where possible. For example, medieval role-playing games can be paired with historical fiction and non-fiction, racing games can be paired with racing and auto-themed titles, and trivia games can be paired with fact books. Video game guides, board game strategy guides, and non-fiction titles about the video game industry will be appropriate for the majority of these events.

Although it is in our interest to use gaming as a bridge to library resources for people who are not inherently drawn to the library, it is worth mentioning that games are steadily gaining recognition as a legitimate pastime in their own right. The ALA recently announced and awarded a Literacy and Gaming grant to ten libraries, and there has been a recent swell in the number of articles and anecdotes about libraries with successful gaming programs. Game events at the library provide positive recreational opportunities, stimulate basic English literacy skills, improve technological and 21st century literacy, and encourage cooperation between participants. Through gaming, library patrons can make the library their social network.

D. Budget narrative

The proposed budget indicates the purchase of games in a variety of formats including board and card games, PC games, and console games. All games will be selected to meet the thematic criteria of the monthly series as well their cognitive and literary value. PC games can be played on the 16 computers in our Technology Room, but console games require the purchase of consoles (i.e. the Wii, Xbox, and Playstation), and accessories. The library has a large space [Library Community Room], one fixed projector, and two television monitors for game play. A portable projector is included in the budget to add to our existing resources, and for use in outreach programs. After the grant period is concluded, the Library will continue to support the gaming program initiative through its regular programming budget.

Item	**Local**	**LSTA**
Personnel		
Planning, supervision, presentation of programs and technical support for computers at $26/hr x 5 hrs/month	In-kind: $1040	
Travel: City-owned car, gas at .55/mi.	In-kind: $20	
Equipment		
Television monitors (2)	In-kind: $200	
Mobile digital projector		$1,000
Mobile projection screen		$350
Big projection screens (2)	In-kind: $2,000	
Computers in existing Technology Room (16)	In-kind: $25,000	
Board & card games (another option for gamers)	In-kind: $60	$200
PC Games for 16 computers		$600

Headphones with microphones at $22 per item (18)		$400
Nintendo Wii console, accessories, and games		$1150
Playstation 2 console, accessories, and games		$405
Xbox 360 console, accessories, and games		$570
Supplies: PR (posters, flyers, book marks, etc.)	In-kind: $500	
Shipping		$250
Total:	**$28,820**	**$4,925**

E. Evaluation method

During this grant project period, the Library will use a number of tools to monitor and evaluate the impact of the project and its relationship to the Library's Strategic Plan Goal to "fulfill the community's appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences".

The following broad assessment questions will inform our evaluation tools:

- Are the gaming programs resulting in an increase in the number of teens and boomers/seniors attending other library programs?
- Are the participants engaging with each other in new ways?
- Do the participants report an increase in their technological proficiency?
- Do the participants report an increase in library use as a result of the program?

Data gathering instruments will include attendance logs, logs of activities during events, demographic and pre-and post-event surveys of participants, and staff observation. Patrons will be asked both before and after some events to rate their comfort with the resources and technology the library introduces to them.

All of the game programs will be promoted in newspapers, in the City's newsletter mailed to each home in the city, in the library's electronic newsletter, on the library website and blogs, on the WCCLS events website, through other community websites (such as Craigslist) and in the library itself with posters and flyers. Staff will also perform outreach to facilities that serve youth and seniors including schools, family resource centers, assisted living facilities, and senior centers as well as other relevant community centers and businesses, and the possibility of holding a game program at one or more of these locations will be explored. Results of the project will be publicized through our library website, blog, and press releases.

Part IV: Certification of Application

1. Documentation of project participation (signatures below for each participating library and other partner listed under Part I, number 9 above):

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

Name	*Library/Agency*	*Date*
None		

2. Certification of the fiscal agent

Fiscal Agent (if different from applicant):

Name and address: Debbie Smith-Wagar, City of Tigard; 13125 SW Hall Blvd.; Tigard, OR 97223
Contact person: Margaret Barnes Phone: (503) 718-2493
Email: debbies@tigard-or.gov

a. I affirm that the jurisdiction or agency (henceforth, AGENCY) 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 AGENCY 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 AGENCY being awarded grant funds to carry out the project described in this application, that the AGENCY would comply with all of the requirements for the administration of LSTA grants described in Appendix D of the General Information and Grant Application Guidelines, Library Services and Technology Act.

Debbie Smith-Wagar
Name of official authorized to enter into contractual agreements for the AGENCY

Assistant Finance Director
Title

_____
Signature Date

debbies@tigard-or.gov
Email

3. 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.
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.
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.

_____

Name of official authorized to enter into contractual agreements for the AGENCY

_____

Title

_____

Signature Date

This form must be received at the State Library no later than 5:00 p.m. on Friday, August 14, 2009.

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, without letters of recommendation and appendixes, to *ann.reed@state.or.us*. This does not substitute for the signed, mailed copy.