

**Full Grant Proposal  
Library Services and Technology Act FFY 2012**

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 12, 2011.**

**Part I: General Information**

1. Project title: Oregon History on the Road: Two Traveling Exhibits for Libraries
2. Applicant: Oregon Historical Society
3. Address: 1200 SW Park Avenue, Portland, OR 97205
4. Contact person: Marsha Matthews, Director of Public Services Phone: (503) 306-5274  
Email: [marsha.matthews@ohs.org](mailto:marsha.matthews@ohs.org)
5. Fiscal agent (if different than applicant): N/A
6. Project URL (if any): [www.ohs.org](http://www.ohs.org)
7. U.S. Congressional District: All
8. List geographic target area to be served by the project: Statewide
9. Estimated number of persons benefiting from the project: 500,000
10. Description of persons benefiting from the project: Oregonians of all ages in rural and urban areas of the state.
11. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants. N/A
12. Project abstract (one paragraph): The goal is to position libraries to help build strong communities by offering two traveling exhibits that will connect Oregonians with historical information resources and with each other. Our four objectives are to: 1) contract with an exhibit fabrication firm to convert congruent panels of OHS's recent stationary exhibit, *Landmark Legislation* into a traveling display that can be hosted with the full 16-panels or as a two-panel exhibit by even the smallest library; 2) convene an advisory group of three public librarians to serve as program advisors to develop a comprehensive list of relevant program options for local customization and implementation; 3) contract with a graphic artist to design and print 10,000 attractive promotional bookmarks for shared use by hosting libraries; and 4) coordinate the booking, shipping, and loan schedule of the 32 panels that will comprise *Landmark Legislation* and *Oregon: 150 Years of Statehood, 150 Million Years in the Making*, to an estimated eight requesting libraries each month.

13. Provide 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. High-Level Outcome: Communities are strengthened as libraries become centers of community life.
  
14. Briefly describe how the LSTA project will continue after the grant ends, especially noting local support: Contacts will be maintained with local community libraries after the project is completed. Libraries will be offered the opportunity to book the exhibit for only a modest fee to cover shipping and handling. Opportunities to talk with others who have hosted the exhibit will be offered and encouraged. OHS will support the libraries local communication efforts with website information and pre-printed flyers.
  
15. 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. Leah Griffith, Newberg Public Library; Carol Ventgen, Coos Bay Public Library; Corey Bard, Curry Public Library; Amy Hutchinson, Lake County Library; LaRee Bates, Albany Public Library; Linda Fallon, Beaverton City Library; Gary Sharp, North Bend Public Library; Sheila Dooley, The Dalles-Wasco County Library; Faith Adams, Nyssa Public Library; Karen Clay, Eastern Oregon University.

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

THIS IS THE  1<sup>st</sup> YEAR OF A  ONE YEAR GRANT PROJECT  
 2<sup>nd</sup> YEAR  TWO YEAR  
 3<sup>rd</sup> 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.

THIS IS PRIORITY \_\_\_\_\_ 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		\$6,050	\$877	\$6,927
Benefits		\$1,755	\$263	\$2,018
Travel		\$0	\$0	\$0
Equipment		\$0	\$0	\$0
Supplies		\$0	\$5,106	\$5,106
Contractual	\$24,000	\$0	\$18,450	\$42,450
Library Materials		\$0	\$0	\$0
Total Direct Charges	\$24,000	\$7,805	\$24,696	\$56,501
Indirect Charges**	\$0	\$0	\$0	\$0
<b>Total Budget</b>	<b>\$24,000</b>	<b>\$7,805</b>	<b>\$24,696</b>	<b>\$56,501</b>

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

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)*

The Oregon Historical Society (OHS) began in 1898 with a mission to collect virtually anything of significance to the history of Oregon and the Oregon Territory. Over time, OHS came to hold the largest and most significant research collection in the world of historical archives and special collections useful to the study of the Oregon Territory. The visual resources alone are massive, with more than 2,500,000 historical images and millions of feet of motion picture film. OHS holds more than 15,000 linear feet of manuscript collections and 25,000 maps. The institution also holds 85,000 three-dimensional artifacts, including a major collection of Oregon artists, Native American crafts, domestic technology, and period textiles, and it often uses the collections in museum exhibitions. OHS has traditionally collected broadly. It holds archival materials and artifacts pertaining to most of the minority groups in Oregon and regularly offers exhibits and programs of interest and significance to them.

Since 1900, OHS has published books and continues to publish the *Oregon Historical Quarterly*, thereby creating the largest and most significant body of Oregon history documentation and interpretation available anywhere. OHS's education and interpretation activities include exhibits, traveling exhibits, school tours and other educational programs, such as demonstrations, lectures and traveling trunks. OHS's Education Department works closely with teachers and leaders in state education, as well as with funders, to develop dynamic programs and resources for teachers and students. OHS serves school groups (pre-K through university) through museum tours led by trained docents and many designed for specific course needs, and creates Web resources for teachers, students, and the public.

OHS exhibits include *Oregon My Oregon*, a permanent exhibit on early Oregon history which won a MUSE Award from the American Association of Museums, and a number of other honors. OHS has also received high honors for its educational programs, including The Oregon History Project, which received the American Library Association's ABC-CLIO Online History Award. In 2011, the Oregon Encyclopedia Project carried out by the Oregon Council of Teachers of English, Portland State University and OHS received a Leadership in History award from the American Association for State and Local History. A successful two-year LSTA grant (2008 and 2009) allowed the traveling exhibit *Oregon Is Indian Country*, a ground-breaking collaboration among OHS and the nine federally recognized tribes of Oregon, to travel around the state to a variety of local libraries, history societies and community centers. *Oregon Is Indian Country* has thus far been viewed by more than 800,000 people in all counties. In 2010, OHS received an IMLS Museums for America grant to expand its permanent exhibit with *Oregon: Yours, Mine, Ours* – a look at the issues which shaped 20<sup>th</sup> century Oregon.

As the steward of Oregon's history, OHS "*educates, informs, and engages the public through collecting, preserving, and interpreting the past.*" The vision is to be a robust state historical society offering high quality museum, library, education, and publishing programs. OHS works with and for all the state's communities to generate and share knowledge about Oregon history by:

- collecting, preserving, and interpreting documents and artifacts from the past;
- creating opportunities for scholars to conduct research and share their work with the public; and
- offering programs and services that educate and entertain students and the general public.

### *B. Detailed statement of problem*

OHS serves a critical and unique purpose in Oregon. OHS is committed to enriching the quality of life in the Pacific Northwest by strengthening the educational and cultural base of the region. Much more than a repository of information about Oregon’s history, OHS reaches out to Oregonians of all ages and presents them with provocative and engaging opportunities to explore Oregon’s dynamic, surprising history and culture.

Preserving and sharing Oregon’s history grows even more important as Oregon’s population becomes increasingly more diverse each year. OHS is proud to serve all residents of Oregon and its many visitors and tourists, including every ethnic group, every age group (preschoolers to seniors), and all individuals, businesses, government agencies, educators, and students. The only institution of its kind in Oregon, OHS strives to be a community-building force in Oregon by embracing the wide variety of people, customs and cultures that have impacted and are impacting the state. More than half of today’s Oregonians — 55% — were born elsewhere. According to the most recent (2009) U.S. Census data, there are now 353,218 foreign-born Oregonians (9.5% of the state’s population), and more than 488,171 Oregonians age five and older speak a language other than English at home (14% of the state’s population). In some of Oregon’s urban and suburban schools, more than 45 different languages are spoken in students’ homes.

As migration to Oregon continues to rise at dramatic rates and growth continues to transform the state, an increasing number of residents who are presently unaware of the state’s history will seek to satisfy their curiosity and interest as they adapt to Oregon’s culture. None of these newcomers studied Oregon history during their school years. As these new arrivals join Native Americans, the descendents of nineteenth-century settlers, and many others to create today’s Oregon, they interact with the state’s history in innumerable ways, including: a century-old tradition of direct democracy, more recent legacy of land-use planning, the impact of logging and industry on the landscape and in rivers, and the debates over fisheries and Native fishing rights. A deep understanding of Oregon’s history not only gives people a sense of who Oregonians are as a community, it also gives them the tools they need to make wise choices as full partners in Oregon’s civic life.

Now, more than ever, Oregonians need a place to connect with their history and learn what it means to be Oregonian. The proposed LSTA 2012 project, ***Oregon History on the Road: Two Traveling Exhibits for Libraries***, which would provide this civic engagement and community-building opportunity at public libraries, directly addresses Goal #1 in OHS’s current Strategic Plan: *“Engage and educate the public in Oregon history by creating high-quality programs that demonstrate the relevance of the past, reach across the state, and rely on strong partnerships.”* The effective contemporary history exhibits that would result from the proposed LSTA 2012 project will encourage hosting public libraries to participate in community-building activities that promote civic engagement and education, and influence audiences to believe in the efficacy of civic participation, which in turn will encourage them to remain interested and to feel obliged to participate in the political process that is crucial in a democratic society.

***Oregon History on the Road: Two Traveling Exhibits for Libraries*** responds to these current and pressing needs by deepening OHS's value to community libraries, visitors, students, and educators, and by building on a long tradition of providing Oregonians with compelling exhibits, educational materials, and programs with two new traveling exhibits. The traveling exhibits will encourage effective civic engagement and dialogue as library visitors explore contemporary issues facing Oregonians. The exhibits will encourage people to think about history, not by telling them what to think but by having them examine the exhibits and the issue they raise and by inviting them to come to their own conclusions.

Oregonians are in danger of losing their cultural assets and identity unless we consciously work to preserve it. Oregon writer Kim Stafford wrote, *“If we don't know what Oregon is, we can't protect it. If we don't protect it, it will be gone. If we don't protect it, our children will inherit barren dollars that buy them nothing of their own... for Oregon is beautiful, and fragile, and her people live deep in cultural heritage that could soon be gone.”*

*C. 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)*

The goal of ***Oregon History on the Road: Two Traveling Exhibits for Libraries*** is to position libraries to help build strong communities by offering two traveling exhibits that will connect Oregonians with historical information resources and with each other. Communities will be strengthened as libraries become centers of community life by hosting small panel exhibits and locally developed presentations that stimulate dialogue, debate, and the finding of common ground.

The four objectives are:

- 1) During the first project quarter, to contract with an exhibit fabrication firm and convert congruent panels of the 16-panel *Landmark Legislation* into a traveling display that can be hosted as a 16-panel in large spaces or as a two-panel exhibit by even the smallest library;
- 2) During the first project quarter, to convene an advisory group of three public librarians (by teleconference or conference calls) to serve as program advisors and develop a comprehensive list of relevant program options for local customization and implementation;
- 3) During the first project quarter, to contract with a graphic artist to design and print 10,000 attractive promotional bookmarks for shared use by hosting libraries (with a camera-ready option available for future printing when the initial supply is exhausted); and
- 4) Beginning in month one and for the next 11 months, to coordinate the booking, shipping, and loan schedule for the 32 panels that will comprise *Landmark Legislation* and *Oregon: 150 Years of Statehood, 150 Million Years in the Making*.

An estimated eight requesting libraries will be accommodated each month. Easy-to-assemble and take-down instructions will be provided to local staff. Every request for the number of panels to display will likely differ, depending on the size of the hosting library.

Details about the Two Traveling Exhibits

*Landmark Legislation* was curated by Dr. Stephen Dow Beckham. A full description of this exhibit can be found here: [http://ohs.org/exhibits/current/images/Shaping-the-Future\\_1\\_1.jpg](http://ohs.org/exhibits/current/images/Shaping-the-Future_1_1.jpg).

The 16 panels cover the following topics:

1. [Oregon Laws: Shaping the Future](#)
2. [Initiative & Referendum: The “Oregon System” 1902](#)
3. [Getting Oregon Out of the Mud: The Gas Tax 1919](#)
4. [No Self-Service Gasoline 1951](#)
5. [Drawing a Line in the Sand: Oregon’s Beach Bill 1967](#)
6. [Oregon Forest Practices Act 1971](#)
7. [Oregon Bicycle Bill 1971](#)
8. [Cleaner Oregon: Bottle Bill, 1971](#)
9. [Choices for the Future: Senate Bill 100, 1973](#)
10. [A Greener World: Aerosol Spray Ban 1975](#)
11. [Oregon Family Leave Act 1987](#)
12. [Wellness: Oregon’s Basic Health Services Act 1989](#)
13. [Making the System Work: Workers’ Comp Reform 1990](#)
14. [Death with Dignity 1994](#)
15. [Goodbye to the Polling Place: Vote by Mail 1998](#)
16. [Fostering the Quality of Life: Oregon Cultural Trust 2001](#)

Oregon has repeatedly led the nation in creating, revising, and implementing laws shaping the quality of life for its citizens. While Oregon's innovations have evoked controversy, they have charted the course for other states and nations. Decisions made on these issues spanning the past 100+ years continue to impact people's lives today. This 16-panel exhibit is presently on display at the State Capitol. *Oregon's Landmark Legislation* is arranged chronologically to present legislation that focuses on environmental, social, and land use issues. Visitors to the State Capitol can explore how these interrelated demographic, environmental, and economic issues continue to shape the state of Oregon and affect the lives of Oregonians, offering opportunities for understanding the past as well as posing questions about the future. However, this important stationary exhibit can only be displayed during limited weekday hours for far too few visitors.

As the state that pioneered use of direct democracy, Oregon’s system of initiatives and referendums creates an environment in which every citizen exercises legislative function. The frequency with which citizens are asked to amend Oregon’s Constitution and enact new statutes requires an even greater awareness of policy issues than elsewhere in the country. There are not two houses in the Oregon Legislature, but an estimated 3,825,657 houses according to the 2009 U.S. Census. Each citizen shares the legislative power, standing in the same position as elected legislators when making significant policy choices and decisions. A traveling exhibit on display throughout Oregon at public libraries would bring diverse segments of communities together in libraries; concurrent local programming would help audiences better understand Oregon's unique civics environment. Bringing together diverse stakeholders, melding their resources, and stretching their minds to embrace new ideas is essential to resolving many of the critical problems facing rural and urban communities in Oregon.

Landmark legislation is not the only action that has shaped more than 150 years of statehood in Oregon. Over the state’s long history, plate tectonic and volcanic activity have shaped the

landscapes we see today, and the recent disaster in Japan has reawakened concerns and interest about the state's turbulent geology and its impact on lives. In 2009, OHS and its partners fabricated a 16-panel exhibit called "*Oregon: 150 Years of Statehood, 150 Million Years in the Making.*"

*Oregon: 150 Years of Statehood, 150 Million Years in the Making* is divided into four main subjects:

1. Assembling Oregon
2. Volcanoes of Oregon
3. Geological Resources
4. Geology and People

The exhibit was developed by OHS in collaboration with the Oregon State University Department of Geosciences, Oregon Department of Geology and Mineral Industries, Oregon Paleo Lands Institute, OSU Hatfield Marine Science Center, Portland State University, and the Oregon Department of Energy.

Public libraries, especially those in rural areas, are eager to display these exhibits. Within seven days of sending an email to assess interest in displaying one or both of the two exhibits, 13 public libraries responded with an eager "YES!" Kris Gleisner put it this way:

*"Josephine Community Libraries would love to be a site for the Oregon Geological History exhibit. The response to Oregon is Indian Country exhibit was very positive... Please put us on the list for potential exhibit sites."*

#### Possible Program Ideas

The three Program Advisors will meet by phone or teleconference to brainstorm a list of low-cost or no-cost public programs that libraries can host concurrently with the traveling displays. Ideas are likely to include a number of Oregon Humanities' programs, such as *The Voters Have Spoken: Oregon's Controversial Ballot Initiatives*; *American Character: The Power of Individualism and Volunteerism*; *The Tranquil Dedication of a Lifetime: A Practical Exploration of Citizenship*; *Debating Fairly: Civility, Disagreement, and Democracy*; *Marking Our Territory: How to Read Local Landscapes*; *Your Land, My Land: Using and Preserving Oregon's Natural Resources*; presentations by James Roddy, Oregon Department of Geology; local emergency preparedness specialists talking about earthquakes and tsunamis; programs on women's suffrage offered by Oregon Women's History consortium; a presentation by Oregon Cultural Trust staff or members of the Trust's local cultural coalitions; U.S. Forest Service staff and/or timber industry representatives describing the impact of the 1971 Forestry Resources Act; speakers from among the faculty of the Oregon State University Department of Geosciences, Oregon Department of Geology and Mineral Industries, Oregon Paleo Lands Institute, OSU Hatfield Marine Science Center, Portland State University, and the Oregon Department of Energy; and elected representatives speaking about health care, death with dignity, or more recently, the passage of landmark renewable energy legislation.

#### Plan of Operation

Milestone Activities include: Fabricating one traveling exhibit; working with a graphic designer; two calls for program planning discussions; booking and shipping the two traveling exhibits to at least 50 libraries; locally mounting the selected exhibit panels at hosting libraries; and conducting a number of follow-up assessment activities.

### 12-Month Project Timeline

First Quarter: Promote and implement the *Oregon: 150 Years of Statehood, 150 Million Years in the Making* traveling exhibit touring plan. Based on bookings received during the initial call for hosting libraries, ship the exhibit in panels to be installed and de-installed onsite. Convene program advisors (by phone or teleconference) to share, collate, and distribute a list of program ideas. Contract with a graphic designer to produce project bookmarks (including a camera-ready option for future downloading and local printing when the initial supply runs out.) Work with the participating libraries as needed to customize evaluation materials and publicity. Distribute final evaluation assessment tools. Contract with selected exhibition fabricator to convert *Landmark Legislation* into a traveling display. Begin to carry out evaluation plans to assess impact on target audiences. Handle assorted grant related accounts payable duties. Submit first LSTA quarter grant activities report.

Second Quarter: Continue to promote and implement the *Oregon: 150 Years of Statehood, 150 Million Years in the Making* traveling exhibit touring plan. Begin to promote and implement the *Landmark Legislation* traveling exhibit touring plan. Continue to advise participating libraries in their selection of public programs to accompany exhibitions. Collect evaluation data to assess impact on target audiences, and make mid-course corrections if needed. Handle assorted grant related accounts payable duties. Submit second LSTA quarter grant activities report.

Third Quarter: Same as second quarter. Handle assorted grant related accounts payable duties. Submit third LSTA quarter grant activities report.

Fourth Quarter: Same as prior quarters. Tabulate evaluation data and assess impact on target audiences. Participate in the peer evaluation review process. Handle assorted grant related accounts payable duties. Submit Final LSTA grant activities report.

### Project Staffing

#### *The role of the Project Director*

Project Director **Marsha Matthews** is OHS's Director of Public Services, who earned her M.A. in Museum Studies and has applied her expertise at OHS since 1988. Marsha is responsible for planning, supervision, administration and implementation of programs in Artifact Collections, Exhibits, Education and Public Programs, Museum Store and Visitor Services. Marsha will supervise project staff and contractors, oversee the development and implementation of the project, and submit all required LSTA quarterly reports in a timely manner. Other key responsibilities include: working with a selected vendor to fabricate the traveling exhibits; working with graphic artist on bookmark content and design; establishing the details of scheduling and shipping exhibit components to/from each library; facilitating the work of the

Program Advisors; supervising the Project Coordinator; and providing easy-to-understand instructions for installing/de-installing the exhibit.

*The role of the Project Coordinator*

Project Coordinator **Nicole Yasuhara** will handle all exhibit bookings and assist in tabulating evaluation results. Nicole has been OHS Visitor Services Coordinator since 2008; her current job duties include coordinating traveling exhibitions host sites and dates, as well as collecting statistics. Nicole earned her M.A. in Museum Studies from George Washington University in 2007.

*The role of the Finance Department*

**Sheri Neal**, Director of Finance, will review quarterly reports, attend meetings, and carry out human resource responsibilities for her staff. **Sandy Popick**, Assistant to the Controller, will run miscellaneous reports relating to the grant, and prepare quarterly LSTA financial reports. **Rebecca Corning**, Accounts Payable Payroll Administrator, will enter invoices to be charged against the grant, run checks, and process payroll for project staff.

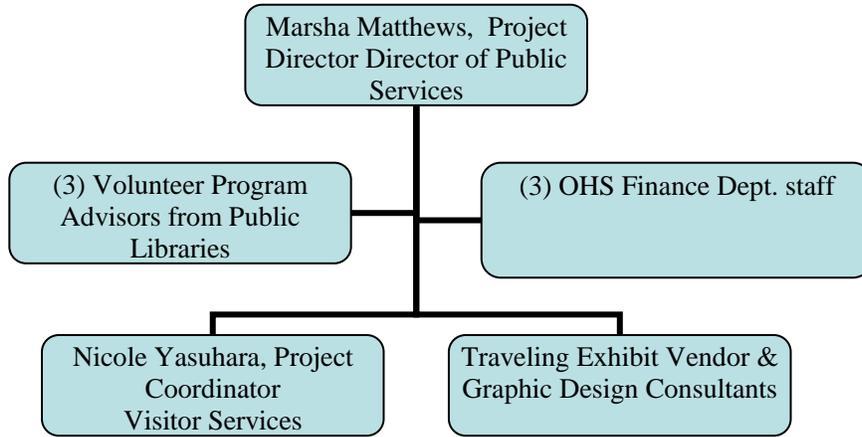
*The role of the Program Advisors*

The three volunteers who have agreed to serve as the Program Advisors are: **LaRee Bates**, Albany Public Library; **Amy C. Hutchinson**, Lake County Libraries; and **Karen Clay**, Eastern Oregon University. Together with Marsha Matthews, this group will brainstorm a list of potential low-cost (no-cost) public programming ideas that libraries hosting the exhibit(s) can customize to meet the needs of their own community; produce a downloadable template for each site to advertise the exhibit and any concurrent public programs; and create simple comment cards to help each site assess audience satisfaction with the exhibit (and public programs, if offered). LaRee has served as Albany Public Library Resources Coordinator since 2008 and handles all aspects of fund raising, volunteer management, training, and recruiting, adult and children's programming, management and leadership team member. LaRee has a M.A. in Anthropology/Museum Studies. Amy, Director of Lake County Libraries, earned her MLS from the University of Iowa. Karen Clay, Director of the Pierce Library at Eastern Oregon University, earned her MLS from Dalhousie University, Halifax, Nova Scotia.

*The role of the hosting public libraries*

To date, approximately 13 libraries have asked to host the exhibits. In so doing, they have agreed to install and de-install the exhibit panels, collect and report evaluation data, and, if possible, plan at least one local public program to accompany the exhibit. A minimum of six feet of space is required to display at least two units of each traveling exhibit.

Project Organization Chart



*D. Budget narrative*

The total one-year project budget is \$56,501. The requested \$24,696 LSTA grant will be used to fund Supplies (\$5,106)— shipping/handling for the traveling exhibits to tour host libraries, and 10,000 glossy color bookmarks to promote the exhibits and relevant web-based resources; Contractual services (\$18,450) to fabricate one of the traveling exhibits (*Landmark Legislation*) and a contract with a graphic designer; and the direct Personnel costs (\$877) and Benefits (\$263) related to the 34 hours contributed by three Finance Dept. employees who will be assigned grant specific fiscal responsibilities. Local cash (\$24,000) is for the Geology traveling exhibit. Local In-kind support (\$7,805) is for 282 hours by Personnel (\$6,050) — a Project Director, Project Coordinator, and three Program Advisors, and their apportioned Benefits (\$1,755) calculated at 29%. (The total cost share is \$31,805.)

A detailed itemized budget appears below:

Item	Rationale	Local Cash	Local/Partner In-kind	LSTA GRANT	Total
<b>Personnel</b>					
Marsha Matthews, Project Director	72 hours	\$0	\$2,533	\$0	\$2,533
Nicole Yasuhara, Coordinator	180 hours	\$0	\$2,767	\$0	\$2,767
Program Advisors	10 hours x 3 x \$25/hr	\$0	\$750	\$0	\$750
Sheri Neal, Director of Finance	4 hours	\$0	\$0	\$137	\$137
Sandy Popick, Asst to Controller	4 hours	\$0	\$0	\$130	\$130
Rebecca Corning	26 hours	\$0	\$0	\$611	\$611
<b>Benefits</b>					
	29%				
Marsha Matthews, Project Director		\$0	\$735	\$0	\$735
Nicole Yasuhara, Coordinator		\$0	\$802	\$0	\$802
Program Advisors		\$0	\$218	\$0	\$218
Sheri Neal, Director of Finance		\$0	\$0	\$41	\$41
		\$0	\$0	\$39	\$39

## Appendix E – Full Application

Sandy Popick, Asst to Controller					
Rebecca Corning		\$0	\$0	\$183	\$183
<b>Travel</b>	N/A	\$0	\$0	\$0	\$0
<b>Equipment</b>	N/A	\$0	\$0	\$0	\$0
<b>Supplies</b>					
Shipping/Handling	\$25/mo x 16 panels	\$0	\$0	\$4,800	\$4,800
10,000 glossy color bookmarks	.0306 ea	\$0	\$0	\$306	\$306
<b>Contractual</b>					
Fabrication of Geology Traveling Exhibit		\$24,000	\$0	\$0	\$24,000
Fabrication of Landmark Traveling Exhibit		\$0	\$0	\$18,000	\$18,000
Graphic Design of Camera-Ready Bookmarks		\$0	\$0	\$450	\$450
<b>Library Materials</b>	N/A	\$0	\$0	\$0	\$0
<b>Total Direct Charges</b>		\$24,000	\$7,805	\$24,696	\$56,501
<b>TOTAL PROJECT BUDGET</b>		\$24,000	\$7,805	\$24,696	\$56,501

### *E. Evaluation method*

In the area of assessment and evaluation of programs, OHS relies heavily on surveys and informal inquiry. Other data is gained from museum visitor information and surveys. The mandate to serve an audience interested in Oregon’s history is extremely broad; for this project, hosting libraries will be asked to collect and submit evaluation quantitative and qualitative data, and to capture anecdotal outcomes via an online survey that asks the following questions:

- Site/Location:
- Exhibit Dates:
- Number of Patrons Served:
- What is your overall impression of this exhibit? (ratings from excellent to poor)
- Why did you give the exhibit this rating? What made it especially excellent, good, fair or poor?
- Please evaluate the exhibit in the following areas (ratings from low to high):
  - Information/Text
  - Layout and Design
- What were some of the successes and highlights of the exhibit?
- Please share a story or observation about how this exhibit reached patrons.
- Did this exhibit accomplished what you hoped it would? Please explain.
- How could the exhibit have been better?
- How helpful was the Oregon Historical Society in arranging the exhibit visit and solving problems that arose? Do you have suggestions on ways we might improve our services?

This sample online evaluation survey is posted here:  
<https://app.e2ma.net/app2/survey/32549/30411/d3b9d9cfc8/>

Local libraries that develop programs to accompany the exhibits, whether by customizing ideas brainstormed initially by the Program Advisors or relying on outside program opportunities, may also choose to use the simple comment cards that will be created by the Program Advisors, or design their own evaluation methodology to determine the success of these homegrown public programs.

Expected project outcomes include:

- ▶ Strengthened communities as libraries become centers of community life.
- ▶ An increase in the number of Oregonians who become aware of Oregon's history of landmark legislation and geology.
- ▶ Expanded market awareness of exhibits, programs, and educational opportunities through partnerships and co-marketing.
- ▶ An increase in the number of established strategies to educate students and the general public, increase visibility, augment exhibits and programs, and grow meaningful collaborations.
- ▶ Improved working relationships with area libraries and other cultural organizations.
- ▶ An increase in civic engagement activities at public libraries.
- ▶ An increase and improvement in OHS educational efforts statewide.

This project holds significance for statewide library development, especially as it supports the development of public libraries as centers of community life. Nationally, ALA is promoting initiatives that connect civic life and community engagement with public libraries. Exhibits at public libraries can serve as the gateway to newcomers to the state and others who might otherwise not have much exposure to Oregon's history because they are visiting a local area or were educated in a different state. A shared local experience strengthens community. Visitors to exhibits yearn for a connection to place and a way to understand how their story intersects with others. The addition of local programs to accompany the traveling exhibits provide the chance to integrate the story of Oregon geology, or legislation with the story of tsunami preparedness, a pressing local issue with timber policies, or the history of a community's significant geologic feature.

The long-term impact of this project is that OHS will join with public libraries to help citizens build such 21<sup>st</sup> century skills as information processing, communications and technology literacy, critical thinking, problem solving, creativity, civic literacy, and global awareness. As described in the federal Institute of Museum and Library Services publication, *Museums, Libraries, and 21<sup>st</sup> Century Skills*, OHS's self-assessment depicts an institution at a transitional stage. With this LSTA grant, OHS aims to redefine its role as an institution of learning and seeks to create an audience experience that is engaging, informative, innovative, and relevant to Oregonians. These two traveling exhibits and the realized potential for accompanying programs will advance 21<sup>st</sup> century skills of global awareness and civic literacy.

This project is relevant to the following LSTA goal, high-level outcome, and strategy:

**Goal #6:** Positioning Libraries to Help Build Strong Communities.

**High-Level Outcome:** Communities are strengthened as libraries become centers of community life.

**Strategy:** Awarding subgrants for programming efforts that bring diverse segments of communities together in libraries.

According to the LSTA 2012 Grant Guidelines, *Oregon History on the Road: Two Traveling Exhibits for Libraries* is a competitive grant project because it "develops frameworks or systems to encourage preservation of Oregon's heritage" and because it "replicates successful LSTA projects to target programs and services to fit local communities" (e.g., LSTA 08-09 *Oregon is Indian Country*).

How this project will be publicized

OHS will publicize the availability of the two traveling displays to public libraries via the libs-or listserv. Hosting libraries will issue local press releases and use local dissemination channels to promote their hosted exhibit. They will also receive printed promotional bookmarks to share with their patrons. The impact of this project will be disseminated to the Oregon State Library, as well as to the broader state and national library community through: written reports, listservs, the *Oregon Historical Quarterly*, press releases issued by hosting public libraries, and OHS's website.

**Part IV: Certification of Application**

1. Documentation of project support. Partners listed in Part I, number 11 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.

<i>Name</i>	<i>Library/Organization</i>	<i>Signature</i>	<i>Date</i>
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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.	<i>(for consortia only)</i> 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.	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.

4. Signature of grant applicant

\_\_\_\_\_  
Name of official authorized to enter into contractual agreements for the ORGANIZATION

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Email

\_\_\_\_\_  
Phone number

5. 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)

\_\_\_\_\_  
Name of official authorized to enter into contractual agreements for the ORGANIZATION

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Email

\_\_\_\_\_  
Phone number

**This form must be received at the State Library no later than 5:00 p.m. on Friday, August 12, 2011.**

**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

## Appendix E – Full Application

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.