

**Full Grant Proposal  
Library Services and Technology Act FFY 2011**

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 13, 2010**.

**Part I: General Information**

1. Project title: Libraries as Community Research Centers
2. Applicant: Oregon Council of Teachers of English as a partner of The Oregon Encyclopedia
3. Address: P.O. Box 9126, Portland, OR 97207-9126
4. Contact person: Ulrich H. Hardt Phone: 503-725-4740  
Email: hardtu@pdx.edu
5. Fiscal agent (if different than applicant):
6. Project URL (if any): [www.oregonencyclopedia.org](http://www.oregonencyclopedia.org)
7. U.S. Congressional District: 2 and 3
8. List geographic target area to be served by the project: Portland Metro Area including Multnomah County; Central Oregon including Deschutes and Jefferson counties; Northeastern Oregon including Umatilla and Union County.
9. Estimated number of persons benefiting from the project: Around 76,920 persons. The Oregon Encyclopedia (OE) web site currently receives 6,400 visits per month and more than 17,000 page views. (6,400 Visits x 12 months = 76,800). For the 2011-2012 LSTA grant project the OE staff estimates that 120 people (including the general public and students) will attend a series of meetings/workshops (6 classes will attend two workshops with an average of 20 people attending each meeting/workshop). 76,800 web visitors + 120 people attending meetings = 76,920 persons.
10. Description of persons benefiting from the project: All Oregonians and especially rural populations and ethnic minorities (Hispanic, Native American, Asian American, African American, etc.) who are under-represented in Oregon history textbooks and on-line resources. This year's project will specifically benefit high school and college/university students of Oregon history who will obtain a "hands-on" experience on how to research, write, and edit Oregon history in the format of an encyclopedia entry.
11. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants.

Jefferson County Library District, Madras, OR  
Madras High School & Library, Madras, OR  
Central Oregon Community College Library, Bend, OR  
Pendleton Public Library, Pendleton, OR  
Pierce Library, Eastern Oregon University, LaGrande, OR  
Cook Memorial Library, LaGrande, OR  
Tamastslit Cultural Institute, Pendleton, OR  
Portland Community College Library, Portland, OR  
Multnomah County Library, Central Branch, Portland, OR

12. Project abstract (one paragraph):  
Much of Oregon’s community knowledge, history, and culture is undocumented. The standard textbooks and general histories include a fraction of the state’s significant events, people, and communities. This is particularly true for ethnic minorities, women, and rural populations as few efforts have attempted to record their history. Oregon needs an authoritative publication that documents the history of these under-represented people and communities. Through a series of workshops and meetings led by trained historians and hosted by public, academic, and school libraries, the Libraries as Community Research Centers project is committed to providing an opportunity for Oregon students (college and high school) to contribute entries to the OE. The participation of students will add a unique perspective and a wider venue of topics to the Encyclopedia. By working with students, tribal members, teachers and librarians, academic and tribal libraries will be strengthened as centers for research. The meetings will also generate 120 Encyclopedia entries that will be posted to the OE web site.
13. 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 #1: All Oregonians have access to high-quality library and information resources, anytime, anywhere, that help them achieve success in school, in the workplace, and in their daily lives.
- High Level Outcome: Library services are enhanced for those who are currently under-served.
14. Briefly describe how the LSTA project will continue after the grant ends, especially noting local support:
- Portland State University (PSU), the Oregon Historical Society (OHS), and the Oregon Council of Teachers of English (OCTE) have agreed to support the OE for multiple years of continuing development. The College of Liberal Arts and Sciences and the History Department at PSU have committed to maintaining the web site for at least ten years. This commitment includes the generation and review of content, the creation of web-page materials, and the maintenance of the web site by PSU’s Academic and Research Computing office. OCTE has committed itself to support and foster the “For Teachers” function of the OE web site and to promote using the OE in the classroom. The PSU Graduate School of Education also is offering a class for teachers on how to incorporate the OE into school curricula.

Appendix E – Full Application

The PSU development office has worked with OE development staff to identify foundations and organizations that might be interested in supporting the Encyclopedia, and the PSU Foundation will handle post-award financial business. The Encyclopedia will continue its own grant writing, budgeting, and reporting.

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.

Sally Beesley, Director, Jefferson County Library District  
 Catherine Sergeant, District Librarian, Jefferson County School District 509J  
 Jarold Ramsey, President, Jefferson County Historical Society  
 David Bilyeu, College Librarian, Central Oregon Community College  
 Kat Davis, Director, Pendleton Public Library  
 Karen Clay, Library Director, Eastern Oregon University  
 Terri Washburn, Director, Cook Memorial Library  
 John Chess, Development Officer, Tamastlikt Cultural Institute  
 Donna Reed, Director, Portland Community College Library  
 Candy Bertelson, Interim Central Library Director, Multnomah County Library

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   1   OF THIS ORGANIZATION'S PROPOSALS

**Part II: Project Budget**

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

Item	Local Cash	Local In-Kind	LSTA	TOTAL
Personnel		\$37,700	\$36,000	\$73,700
Benefits				\$0
Travel		\$5,000	\$6,610	\$11,610
Equipment				\$0
Supplies			\$120	\$120
Contractual	\$52,800		\$33,000	\$85,800
Library Materials				\$0
Total Direct Charges	\$52,800	\$42,700	\$75,730	\$171,230
Indirect Charges				\$0
<b>Total Budget</b>	\$52,800	\$42,700	\$75,730	\$171,230

Proposed second year LSTA amount: \$75,730.00 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*

For four years, the Oregon Council of Teachers of English (OCTE) has partnered with The Oregon Encyclopedia (OE), a statewide effort to create an on-line compendium of authoritative information on Oregon history and culture. The ambition to create an encyclopedia of Oregon's history and culture grew out of the need for a single, definitive source of information about the state's significant people, places, events, and institutions. Editors-in-Chief William L. Lang (Professor of History, Portland State University), Ulrich H. Hardt (Oregon Council of Teachers of English and Emeritus Professor of Education, Portland State University), Linda Tamura (Professor of Education, Willamette University), and Jeffrey LaLande (Historian and Archaeologist for the Rogue River-Siskiyou National Forest) have worked with the Editorial Office at the Oregon Historical Society to establish the project, set up editorial review policies, and solicit entries. An Editorial Board of twenty-six scholars and specialists from across the state and an Advisory Board of six prominent Oregonians advise on editorial policy, help determine content, write entries and essays, and encourage submissions.

Portland State University (PSU) and the Oregon Historical Society (OHS) are the institutional partners for The Oregon Encyclopedia. OHS has supported the project's work from its earliest stages, creating an Editorial Office in its Research Library and providing overhead, equipment, administrative staff support, and historic photographs from its archives. PSU has released 15% of William Lang's time to the project and has assigned graduate students from the Department of History to act as fact-checkers and researchers for the project. PSU's Office of Academic and Research Computing has designed and is maintaining the Encyclopedia's Web site, amounting to more than \$30,000 per year. PSU's Graduate School of Education has supported Ulrich Hardt by providing an office and granting all professorial privileges.

OCTE's organizational mission—to provide resources for the state's language arts teachers, to improve the quality of instruction at all educational levels, and to serve as a clearinghouse by informing teachers of research findings and published materials available to the classroom—makes it a natural partner for the OE. The work of OCTE complements this proposal's objective to document and preserve community knowledge and to make it accessible to the diverse classrooms and citizens and in the state. Associated with the National Council of Teachers of English, OCTE is Oregon's premier professional association for teachers of English language arts. It received national recognition for the *Oregon English Journal* for the last twenty-two years and for its award-winning six-volume Oregon Literature Series. OCTE emphasizes interdisciplinary approaches to teaching the language arts and dedicated six recent issues of the *Oregon English Journal* to interdisciplinary exploration: "Writers on Work and Labor Issues" (2002), "Lewis and Clark: An Expedition into History" (2003), "Dealing with the Realities of War in the Classroom" (2005), "Increasing Instruction in Nonfiction" (2007), and "Environmental Literacy: Tending the Untended Garden, I and II" (2008 and 2009), OCTE is well suited to support The Libraries as Community Research Centers project, which will engage students in a broad investigation of community knowledge and make available historical and cultural information that is not available elsewhere.

### B. Detailed statement of problem

Much of Oregon’s community knowledge, history, and culture is not documented. The standard textbooks and general histories include a fraction of the state’s significant events, people, and communities. This is particularly true for ethnic minorities, women, and rural communities, as few efforts have attempted to record their history. In addition, entirely new groups of people have made Oregon their home during the last four decades, bringing with them new ideas, arts, and accomplishments and contributing to the history and culture of the state. Oregon needs an authoritative publication that documents the history of these under-represented people and communities.

The statistics tell part of the story of this fundamental change in Oregon. In 1960, Oregon’s population was 97.9% white, 0.6% Asian, 1% African American, and 0.2% Hispanic and Latino. Four decades later, whites constitute 10 % less or 86.6 % of the population, Asians, 3%, African Americans 2%, and Hispanic 10%. During those decades, immigrants to Oregon included people of traditional Russian Orthodox faith; Vietnamese, especially after the Vietnam War; people from the Ukraine and the Balkan countries, especially after 1990; refugees and others from African countries; and Japanese and Chinese, communities who first began coming to Oregon over a hundred years ago. According to the Population Research Center at Portland State University, foreign-born individuals in the Portland metropolitan area represented 12% of the population in 2000. Many came from such countries as Somalia, Bosnia, Ethiopia, Nigeria, Vietnam, Cambodia, and Laos. In 2000, Oregon ranked eleventh in the nation in the percentage of refugees who lived in the state. More than half of the new migrants came after 1990, a third after 1995, increasing the foreign-born population in the metropolitan area by 136% between 1990 and 2000. As in other states, Oregon has experienced a dramatic increase in Hispanic and Latino populations. In some counties, Latinos constitute 25% and more of the population. There is no denying a powerful trend in Oregon toward a more diversified population.

Unfortunately, K-12 social studies textbooks do not reflect this change. Beginning in the 1940s, the American Council on Education (ACE) studied the representation of ethnic minorities and women in school textbooks and concluded that these groups continue to be marginalized or excluded from textbooks (Jesus Garcia, “The Changing Image of Ethnic Groups in Textbooks.” *Phi Delta Kappan*, September 1993, 29-35). Other studies echo this concern, including one in 1991 by Christine Sleeter and Carl A. Grant. They concluded:

Whites consistently dominate textbooks, although their margin of dominance varies widely. Whites receive the most attention, are shown in the widest variety of roles, and dominate the story line and lists of accomplishments. Blacks are the next most included racial group. However, the books show Blacks in a more limited range of roles than Whites and give only a sketchy account of Black history and little sense of contemporary Black Life. Asian Americans and Hispanic Americans appear mainly as figures on the landscape with virtually no history or contemporary ethnic experience, and no sense of ethnic diversity within each group is presented. Native Americans appear mainly as historical figures, although there are a few contemporary stories....Furthermore, very little interaction among different groups of color is shown....These groups are only shown interacting with Whites. (“Race, Class, Gender and Disability in Current Textbook,” in *Politics of the Textbook*, ed. Michael W. Apple and Linda Christian-Smith [New York: Routledge], 78-110.)

No authoritative state encyclopedia can be taken seriously if it does not offer a comprehensive portrait of the state’s residents. For Oregon, painting that portrait presents several challenges. First, no published encyclopedia has ever been published on the state’s history and culture. The so-called mug-book histories from the late 19th and early 20th centuries cover population centers, but they take a biographical approach and are limited in focus. The most useful compendium is *Oregon Geographic Names* (7<sup>th</sup> edition), a superb reference volume but limited to place-names and their etymologies. A new *Atlas of Oregon* (2001) includes extensive information on demographic trends in the state and other place-related data, but it includes little about history, culture, or the humanities. No book on Oregon is organized as an encyclopedia, with the potential for reference, expansive coverage, and cross-indexed access.

To respond to this need, Portland State University’s History Department and the Oregon Historical Society partnered with the Oregon Council of Teachers of English to create The Oregon Encyclopedia (OE). The OE is a free on-line resource that already contains over 600 entries on the people, places, events, and institutions that define the history and culture of Oregon. The first entries were posted in the fall of 2007, and new entries continue to be posted each week. For years to come, the OE Web site—[www.oregonencyclopedia.org](http://www.oregonencyclopedia.org)—will offer an accessible and authoritative resource for community members, teachers and students, newcomers to the state, and anyone interested in Oregon.

The Libraries as Community Research Centers project is central to the mission and the success of the OE. Its goals are to establish an ongoing relationship between the project and Oregon community members, teachers, students, and libraries as the Encyclopedia grows in size, to collect and document significant community knowledge, and to publish entries and essays from across the state. It is essential that the OE include information about under-documented populations, little-known individuals and events, and subjects that have been too long ignored in published histories. The Oregon Encyclopedia is committed to reaching into all parts of the state to involve as many local communities and institutions as possible by focusing on the active recruitment and participation of high school and community college students to research and write encyclopedia entries on under-represented populations in Oregon, such as women, rural populations, and the Hispanic and Latino communities and European, African, and Asian immigrants. Increased knowledge about local areas enhances public engagement in educational, cultural, and civic life; and these entries will become significant resources for communities and for classrooms. They will also create an important and critical historical record.

The ongoing partnership between OCTE and classrooms and libraries will provide an opportunity for the development of historical and cultural literacy. The Libraries as Community Research Centers proposes using community meetings and classroom workshops to explore local resources, gather information, and solicit student participation. Students will have the “hands-on” experience of researching and writing for the OE and learn about history through the local lens of their own community. Teachers will be able to introduce a dynamic curriculum into their classroom that provides a unique method for teaching social sciences while at the same time meeting state standards and state work sample projects. Through these meetings/workshops, libraries will help students achieve academic success by introducing them to the historical resources available that can assist in the research and writing of local history. These and subsequent meetings will engage local cultural organizations including historical societies (such as the Jefferson County Historical Society), community members, and students in conversations with historians and others associated with The Oregon Encyclopedia to identify the significant people, places, events, and institutions in a community—that is, to discover from the community

itself the significant cultural and historical elements that give it its character and that document its existence over time.

During year one of the LSTA grant, the Oregon Encyclopedia worked with seven libraries around the state. Meetings were held at the North Bend Public Library, the Tillamook County Public Library, the Newberg Public Library, the Grand Ronde Tribal Library, the Shaw Historical Library in Klamath Falls, the Holgate branch of the Multnomah County Library in Portland, and the Baker County Public Library. At each meeting, community members contributed ideas for topics and authors that should be included in the OE. Audience members received a brief overview on how to write and research for the OE, and library staff presented on the resources available at their institutions that support the research and writing of local history projects. From these meetings an average of forty new historical subjects per meeting were generated and added to the OE cache of topics. At the majority of meetings at least four to five new authors agreed to write entries for the OE.

The librarians who participated in this project reported favorably on the project. It gave them an opportunity to re-organize and catalogue their local history collections and make them more accessible to the public. Sarah Beeler from the Tillamook County Public library commented, “The meetings helped us look at our local history resources with fresh eyes and create new bibliographies to share with our library patrons.” Leah Griffith, Director of the Newberg Public Library, offered similar comments on the value of the partnership. “The Oregon Encyclopedia LSTA project was the push we needed to pull together our local history materials and make them more available to those in our community and beyond. As a result of the project, we developed an annotated bibliography, reorganized the materials to bring them together in a single area, provided staff training on the many resources available that hadn't been ‘noticed for a while’ and put a page on our web site listing our resources and pulling together other local history information available online. We also made some good contacts with our county historical society and learned of their resources as well. That was just the side benefit. We also made connections with individuals who are planning on writing pieces for the Oregon Encyclopedia on our community. In all, it was a project that will benefit historians and those with a casual interest in our history.”

After receiving email announcements about the Libraries as Community Research Centers program on the Oregon State Library list serv, three libraries (Albany Public Library, Lebanon Public Library, and the Echo Public library) contacted us and asked to host Oregon Encyclopedia meetings at their institutions. OE staff co-hosted a meeting at the Albany Public Library on July 28, 2010 (LSTA funds were not used to support this meeting, since it was not scheduled in the grant outline). The Lebanon meeting is scheduled for September 21, and we plan to partner with the Echo Public Library during the second year of the LSTA grant cycle. Twelve community members attended the Albany meeting, and three attendees signed up to write entries on their community history. The Albany Public Library showcased their extensive history collection and provided a brief overview on the digitization process of local newspapers.

*C. Goal, quantified objectives, and activities to address problem (include timeline)*

Through a series of community meetings and workshops led by trained OE staff and hosted by public, private, and school libraries, the Libraries as Community Research Centers Project

focuses on the active recruitment and participation of high school, college/university students, and the general public to add significant entries to The Oregon Encyclopedia.

Continuing with the layout established in the first year of the grant, the Oregon Encyclopedia will continue to invite the general public to community library meetings, but will also partner with high school and college classes and teachers in conjunction with their local public, private, and academic libraries during the second year of the LSTA grant cycle. In year 2, the OE will target three geographical areas: Central Oregon (Jefferson and Deschutes Counties), Eastern Oregon (Umatilla and Union Counties) and the Portland/Metro area (Multnomah County). Courtney Lupton, a teacher at Madras High School, has already agreed to participate in the project. Rebecca Hartman, Professor of History at Eastern Oregon University in LaGrande, Oregon, has also agreed to work with her students on the project. OE staff will continue to lineup teachers at Central Oregon Community College in Bend, at the Nixyaawii Community School in Pendleton, at Portland Community College, and at either Jefferson or Roosevelt High School in Portland. Currently it has been extremely difficult to contact teachers during the summer break as most of them are out of the office. OE staff will continue to contact teachers at the beginning of the 2010-2011 school year and recruit them to be involved in the project for the 2011-2012 school year.

The regions we have identified contain a high percentage of student racial diversity and serve rural populations (except for Portland). Oregon Department of Oregon 2009-2010 reports, which track public K-12 student ethnicity, show that 67.5% are White, 2.8% are Black, 19.6% are Hispanic, and 1.9% are American Indian. In Jefferson County School District 509J, the student ethnicity is comprised of 31.0% white, 1.0% black, 33.0% Hispanic and 33.9% American Indian. In Pendleton School District 16, 72.3% are white, 1.0% are black, 9.0% are Hispanic, and 14.5% are American Indian. The Nixyaawii Community School (who we plan to partner with) is affiliated with the Confederated Tribes of the Umatilla Indian Reservation, and its student population is comprised of 90.2% American Indian students. In the Portland Metro area we plan to partner with teachers and students from either Jefferson or Roosevelt high schools. Jefferson High School student ethnicity statistics are comprised of 19.6% White, 52.7% Black, 15.5% Hispanic, and 0.8% American Indian. At Roosevelt the percentages read 10.7% White, 16.8% Black, 58.9 % Hispanic and 2.5% Indian American.

(<http://www.ode.state.or.us/sfda/reports/r0067Select2asp>) Overall, these regions will allow the OE staff to work with students and community members that are under-represented in the OE, specifically, those students of Hispanic, American Indian, and African American descent.

Classroom workshops are designed to introduce students to their local libraries (school, public, and private) where they learn about local historical primary and secondary resources and how to access them. The workshops will provide an open discussion of significant events, people, places, and institutions that should be considered for inclusion in The Oregon Encyclopedia. Following the format of a lesson plan created by Santha Cassell at Riverdale High School in Portland, students will identify and comment on topics, ideas, and issues relevant in Oregon's culture today. Students will then research and write two entries on an Oregon history topic of their choice. The entries will be peer reviewed, and the top entries will be submitted through the Oregon Encyclopedia editorial review process to be considered for publication in the OE.

During the term of the grant, each region (Central Oregon, Eastern Oregon, and Portland Metro) will generate 40 entries (120 entries total) for the OE, which will be published on The Oregon

Encyclopedia web site. Student entries that do not meet the editorial standards will be archived on the OE “For Teachers” web page and will serve as examples of student work for other teachers and students interested in using the OE in their classroom. In addition, OE staff will work with library staff to create an annotated bibliography for each institution that details resources for local history and serves as a guide for local authors interested in writing Encyclopedia entries and those interested in learning more about local history. Each annotated bibliography will be posted to the participating library’s web site with a link to The Oregon Encyclopedia.

In addition, the OE and some of the participating libraries in the 2010 grant project cycle will present a program at the 2011 Oregon Library Association Conference in Salem to encourage other libraries to host community meetings and get involved with the OE. The session will include a “train-the-trainers” portion that will help library staff organize their own community meetings and work with local historical societies and other organizations to generate entries about their community.

**LSTA Goal:**

The Libraries as Community Research Centers project will add a unique perspective and a wider venue of topics to the Encyclopedia by working with students, tribal members, teachers and librarians.

**LSTA Grant Objective #1 and Activities**

Objective: Academic, public, and tribal libraries will be strengthened as significant centers for pursuing information about local history and culture. As local research centers, libraries will play an important role in helping students obtain access to library information resources that help them achieve success in their academic pursuits.

Activities: Participants will identify primary and secondary resources and where they can find these types of documents in their regional libraries.

1) Participating Libraries will host two meetings (one for high school and one for college/university students). These meetings will also be open to the general public and local community members.

2) An average of 20 people (students and general public) will attend each meeting. Participating librarians will inform participants of the primary and secondary resources available at their institutions and how to locate these materials for their individual research.

**LSTA Grant Objective #2 and Activities**

Objective: The Libraries as Community Research Center project will generate 120 Encyclopedia entries. The entries will be created by participating students or the general public and will be posted to either the OE web cache of entries or the OE “For Teachers” Education web page by the end of the grant period.

Activities: Through a series of workshops and meetings, The OE staff will work with high school and community college/university students on how to research and write about local history for the Oregon Encyclopedia.

1) At the first workshop (to be held in the classroom), OE staff will introduce students to The Oregon Encyclopedia with examples from existing entries and a general explanation of how the on-line publication works. This will be followed by a discussion of the region's history by a local historian. This scholar will engage participants in thinking about how their town and region has been understood in the past, how it is characterized today, and what important changes might be documented. He or she will lead an open discussion that will identify significant local history, lore, and cultural developments and review the use of the encyclopedia's on-line protocols. The meeting will culminate in the identification of significant subjects for inclusion in the Encyclopedia and guidance on how to research and write entries.

2) The next workshop session will include a field trip for students to visit local libraries and historical resources in their community. The general public will also be invited to these meetings. Participants will identify primary and secondary resources and where they can find these types of documents in their regional libraries that will aid with their research for the OE. See Objective #1 of this proposal for more details.

3) Over several months, students will continue to research and write two encyclopedia entries with the assistance of their instructors. During this time, students will peer-edit each others work. Students will create their own editing board, which will choose a select number of entries to proceed to a final review by their teacher.

4) At a final workshop, an OE staff member will meet with the class to review and discuss student entries and discuss the OE editing, fact checking, and revising process.

5) Instructors of each class will choose the top quality entries to proceed through to the OE regular editing process, including review by the editorial board, fact checking, and final review by the editors-in-chief. Those that are approved will be posted to the OE web site or archived on the OE education web page as examples for other students and teachers.

### **LSTA Grant Objective #3 and Activities**

Objective: The Oregon Encyclopedia and participating libraries will create an annotated bibliography on local history that will assist in the discovery, research, and writing of community history and the promotion of historical literacy.

Activities: OE staff will work with the academic, public, and tribal libraries to compile a list and description of historical resources available in each region. This information will be added as a link to the OE web site.

1) The Community Project Coordinator will work with library staff to research, collect, and write an annotated bibliography before the first student workshop.

2) The annotated bibliography will be distributed (in paper format) to each classroom.

3) Each host library will post the annotated bibliography to their Web page with a link to The Oregon Encyclopedia Web site.

**Timeline: 18 months (additional time is needed to coordinate with 2011-2012 academic school year).**

Sept. 2010 – Feb. 2011: OE Staff will recruit teachers at Central Oregon Community College, Nixyaawii Community School, Portland Community College and Jefferson or Roosevelt high schools in Portland to participate in project.

February 2011 – May 2011: Community Project Coordinator works with participating libraries to create local history annotated bibliographies.

February 2011 – May 2011: Community Projector Coordinator schedules workshop dates, hires historians to speak at classes, and schedules library meetings.

June 2011: OE staff hosts introduction/tutorial meeting in Portland with participating teachers. They will explain in detail the curriculum and goals of the classroom sessions. Teachers will receive an overview of “How to use the Oregon Encyclopedia in the Classroom and how to write for the OE.”

Sept. 2011 – Oct. 2011: Workshop #1. With presentations by OE staff, students are introduced to the OE; learn how to research and write for the OE; are introduced to local history with a presentation by a local historian; brainstorm topics to add to the OE.

Nov. 2011 – Dec. 2011: Workshop #2. Students take field trips to their local libraries and historical societies to learn about primary and secondary resources, learn about the local historical resources available at their local libraries and learn how to locate these resources. The general public is invited to these meetings as well.

Jan. 2012 – Feb. 2012: Students work on writing two OE entries and peer-review entries.

March 2012 – May 2012: Workshop #3. OE staff reviews student entries and presents on the editing process with examples from student work.

June 2012 Top student entries are submitted to the OE.

June 2012 – Aug. 2012: OE staff reviews, edits, fact checks, and posts student entries to the OE Web site.

**Funding for project extends from February 1, 2011, to August 1, 2012.**

### **Staff Required**

**Executive Editor—William L. Lang**, Professor of History, Portland State University, is a senior scholar in Pacific Northwest history and the author or editor of seven books in the field and more than thirty peer-reviewed articles. Lang will oversee all components of the project and serve as one of the Editors-in-Chief of the OE.

**Editors-in-Chief—William L. Lang** (see above); **Ulrich H. Hardt**, Professor Emeritus of Education at Portland State University, editor of *Oregon English Journal* (Oregon Council of Teachers of English), and managing editor of the *Oregon Literature Series* (1993-1994); **Linda Tamura**, Professor of Education at Willamette University and author of *Hood River Issei* (1993), and a forthcoming book on Japanese American WWII veterans. **Jeffrey LaLande**, is an archaeologist and historian for the Rogue River-Siskiyou National Forest and an adjunct faculty member at Southern Oregon University for twenty years. Editors-in-Chief will work with the Editorial Board to set policy and criteria for the project, approve the selection of authors for entries and essays, review all submissions, and work with the Editorial Board and Managing Editor to ensure the accuracy and intellectual content of all materials posted to the Oregon Encyclopedia Project Web site.

**Managing Editor—Marianne Keddington-Lang**, Acquisitions Editor at the University of Washington Press, former Director of Oregon Historical Society Press and Editor of *Oregon Historical Quarterly*, has extensive experience in editing scholarly books and articles and managing large editorial projects, including *The Last Best Place: A Montana Anthology* (1988). She will manage editorial communications, oversee the work plan and schedule, participate in Editorial Board discussions and respond to their advice, manage the production schedule, and direct the work of the Editorial Coordinator and other editorial staff.

**Community Project Coordinator Tania Hyatt-Evenson (.5 FTE)**—Working with Ulrich H. Hardt from the Oregon Council of Teachers of English, the Community Project Coordinator is responsible for organizing and scheduling classroom workshops and coordinating curriculum between OE staff, instructors, and librarians. She is the primary contact between participating libraries, instructors and OE staff, monitors the overall budget of the project, and directs the work of the Project Assistant.

**Project Assistant (.5 FTE)**—The Project Assistant (PSU graduate student to be hired), will work on all submitted entries and essays to ensure their accuracy. In addition to fact-checking, she will check all quotes and sources for accuracy, proofread, collect information for the annotated bibliographies and database, and conduct research on topics as directed by the Editors-in-Chief and Managing Editor.

**Image & Data Management Coordinator James V. Hillegas.** The Image & Data Management

Coordinator will track all submitted entries and coordinate them through the correct editorial process. He will also locate appropriate images to accompany published entries.

**Project Relations Coordinator Amy Platt.** The Project Relations Coordinator will assist in editing student entries and post them and library bibliographies to the OE Web site.

*D. Budget narrative*

The project budget contains the following elements:

Personnel: The LSTA budget includes salaries of \$20,800 for .5 FTE Oregon Community Project Coordinator and \$15,200 for .5FTE Graduate Student Assistant.

Travel: LSTA Funds in-state travel for 2 OE staff to attend 8 workshop sessions in Central and Eastern Oregon. Also includes mileage, hotel and food for Central and Eastern Oregon teachers to travel to Portland for introduction tutorial in June 2011. Budget also includes per diem (\$55 per person) and lodging. See below for travel details.

June Introduction/Tutorial Meeting in Portland

Per diem \$55 for 2 days for 4 persons (\$110 x 4 teachers)	\$440
Mileage for 4 teachers (1,328 miles x 0.51)	\$676
Hotel for 4 teachers	\$600
	Total \$1,716.00

Workshop #1 in Central Oregon (CO) – Travel for 2 OE staff

Per diem \$55 for 2 days for 2 persons	\$220
Mileage (244 miles x 0.51)	\$124
Hotel \$150 per night for 2 nights for 2 persons	\$600
	Total \$944.00

Workshop #1 in Eastern Oregon (EO)– Travel for 2 OE staff

Per diem \$55 for 1 day for 2 persons	\$220
Mileage (420 miles x 0.51)	\$214
Hotel \$150 per night for 2 nights for 2 persons	\$600
	Total \$1,034.00

Workshop #2 – High School Field Trips to Libraries

Bus Fare for High School class to Central OR libraries	\$300
Bus Fare for High School class to Eastern OR libraries	\$300
Bus Fare for High School class to Portland libraries	\$300
Travel for 1 OE Staff to present at Workshop #2 (CO)	\$384
Travel for 1 OE Staff to present at Workshop #2 (EO)	\$474
	Total \$1,758.00

Workshop #3 in Central Oregon – Travel for 1 OE staff

Per diem \$55 for 2 days for 1 persons	\$110
Mileage (244 miles x 0.51)	\$124
Hotel \$150 per night for 2 nights for 1 person	\$300

Appendix E – Full Application  
Total \$534.00

Workshop #3 in Eastern Oregon – Travel for 1 OE Staff

Per diem \$55 for 2 days for 1 person	\$110
Mileage (420 miles x 0.51)	\$214
Hotel \$100 per night for 2 nights for 1 person	\$300
Total	\$624.00

Travel Grand Total: \$6,610.00

Supplies - LSTA

Lunch for Introduction/Tutorial Meeting (10 people @ \$12 per lunch)	Supplies Grand Total: \$120.00
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Contractual LSTA – Costs associated with editing and producing OE entries derived from classroom workshops. 120 entries @ \$250 per entry. Duties include editing entries, fact checking entries, and posting entries to the Web site. \$30,000.00

Stipends for Historians to present at workshops \$ 2,400.00

(\$200 per meeting at 12 meetings)

Stipend for Santha Cassell to lead Instruction/Tutorial meeting \$ 600.00

Contractual Grand Total: \$33,000

Local Cash and Local In-Kind

Personnel--\$15,200 for Faculty release time for Editor-in-Chief (Bill Lang); \$6,300 for 2 Graduate Assistants---source: Portland State University History Department & Office of Dean of College of Liberal Arts and Sciences. \$16,200.00 for office space for Ulrich H. Hardt at the PSU Graduate school of Education (\$45.00 a day = \$225.00 a week x 72 weeks = \$16,200.00.

Travel—\$5,000 (Average of \$416 per workshop for 12 workshops) support for staff members traveling to library sites (Editor-in-Chiefs) and Grad Asst.)--- source: Portland State University History Dept.

Contractual—Stipends and travel for Editorial Board members to attend and present at meetings.

\$250 stipend per meeting x 6 meetings = \$1,500.00

Travel (per diem, mileage and hotel) = \$3,059.00

Cost of OE staff (Editor-in-Chief) to present at community meetings

12 meetings at 4 hours a meeting at a rate of \$36.00 an hour = \$1,728.00

Remainder of Local Cash Contractual budget is targeted to the cost of Editorial staff at \$36.00 per hour (3 Editors-in-Chief and Managing Editor) to process results of classroom workshops. Duties include collating of information from classroom meetings, the derivation of potential OE entries, editing entries. (Editors-in-chiefs, Edit. Manager, Editorial Asst.)--source PSU History Dept. and OCTE.

*E. Evaluation method*

Evaluation of the project will be determined through a teacher assessment tool to ensure that educational state benchmarks, curriculum, and teaching goals are fulfilled. The forms will ask teachers to rate the quality of the program and if the workshop agenda met the goals and expectations as indicated in the curriculum materials. A similar form will be sent to each participating library to attain its assessment of the program. Feedback from these evaluation forms will be sent to staff at The Oregon Encyclopedia and each hosting library director. Change to meeting content and format will be discussed among OE staff, teachers, and participating libraries and implemented to enhance subsequent workshops. OE staff will track and ensure that 20 new Encyclopedia entries are created for each geographical region. The OE will also track visits on the Oregon Encyclopedia Web site and chart if there is an increase in Web use after completion of the project.

**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 13, 2010.**

**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.